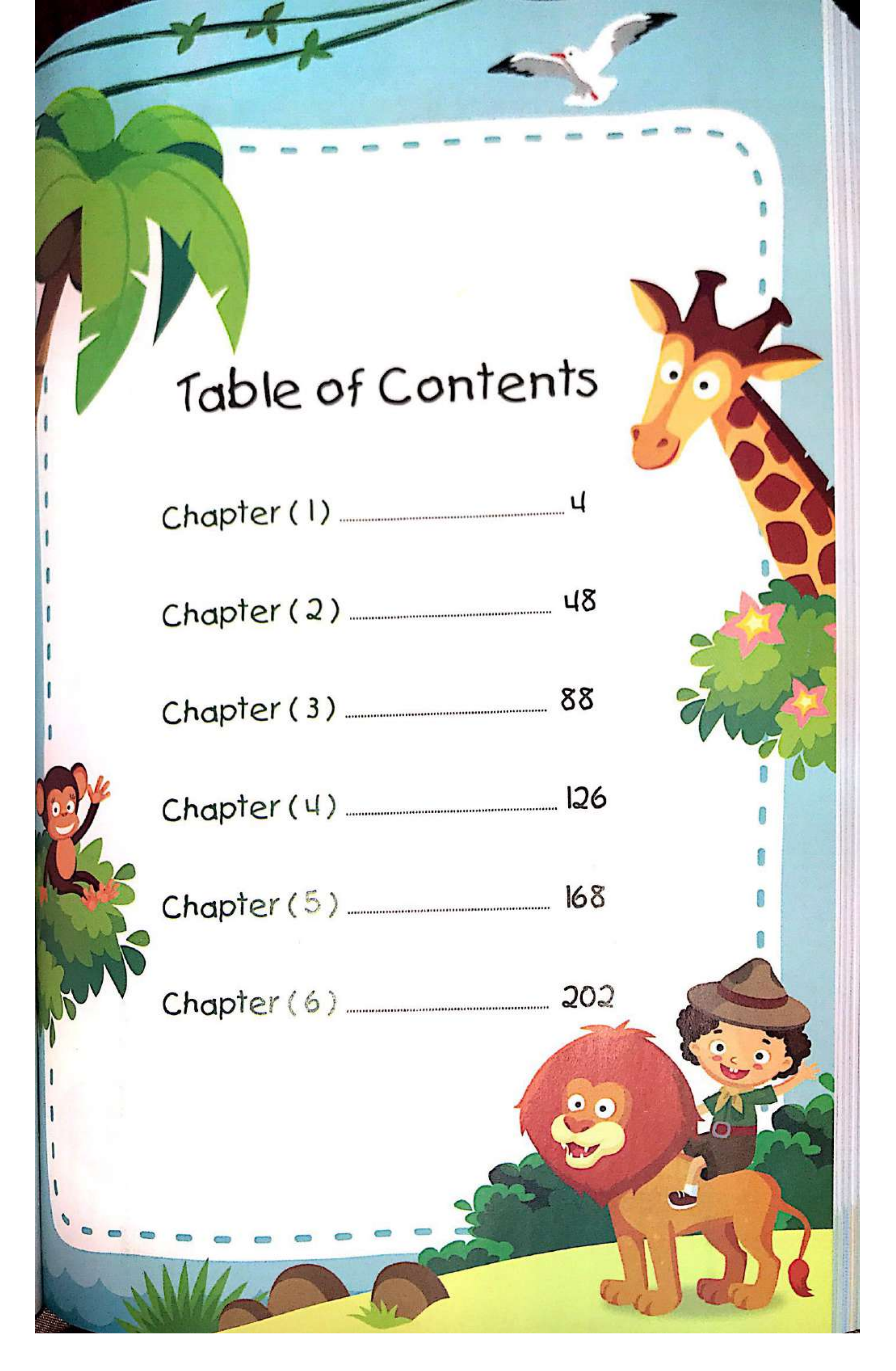
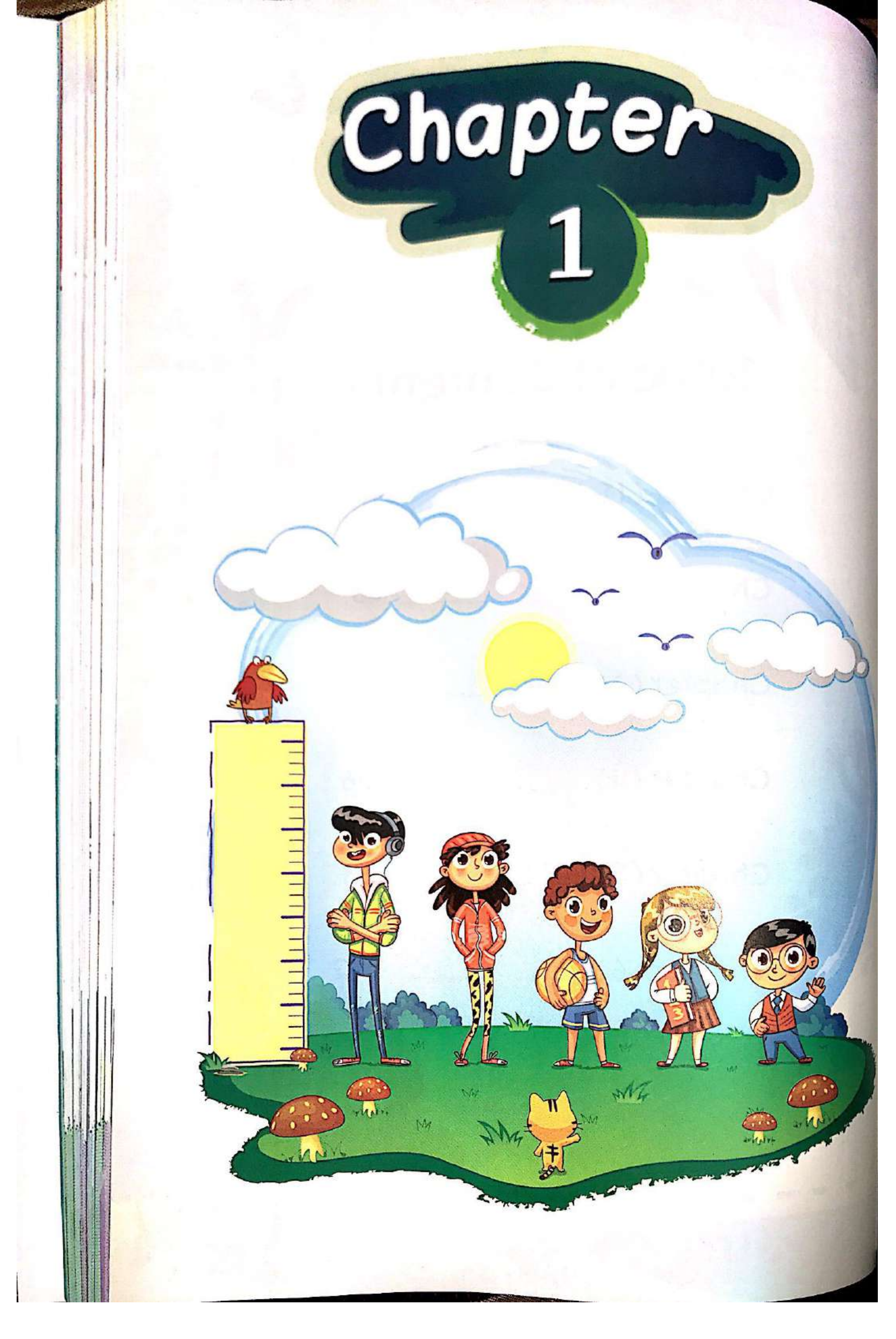
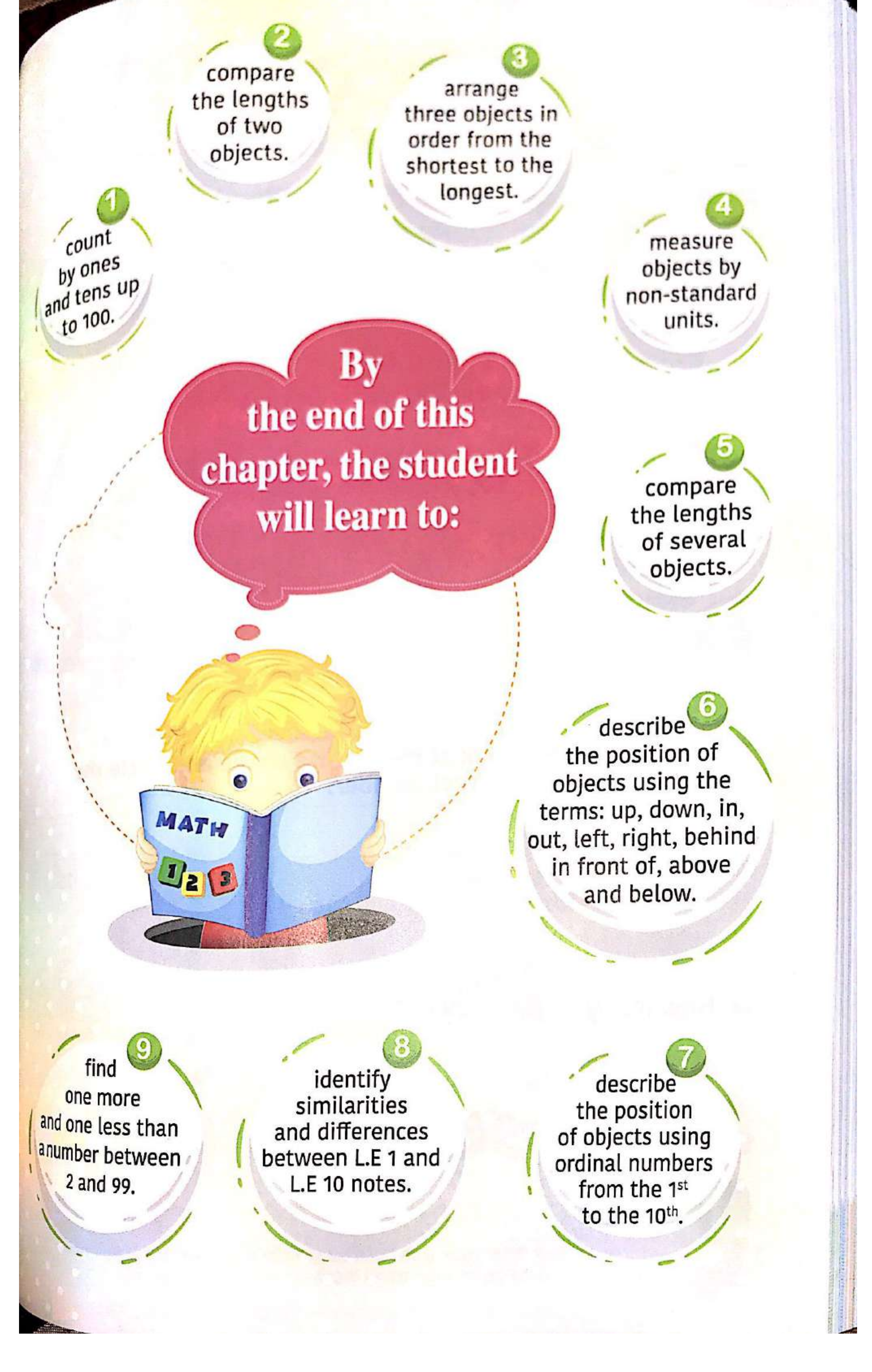
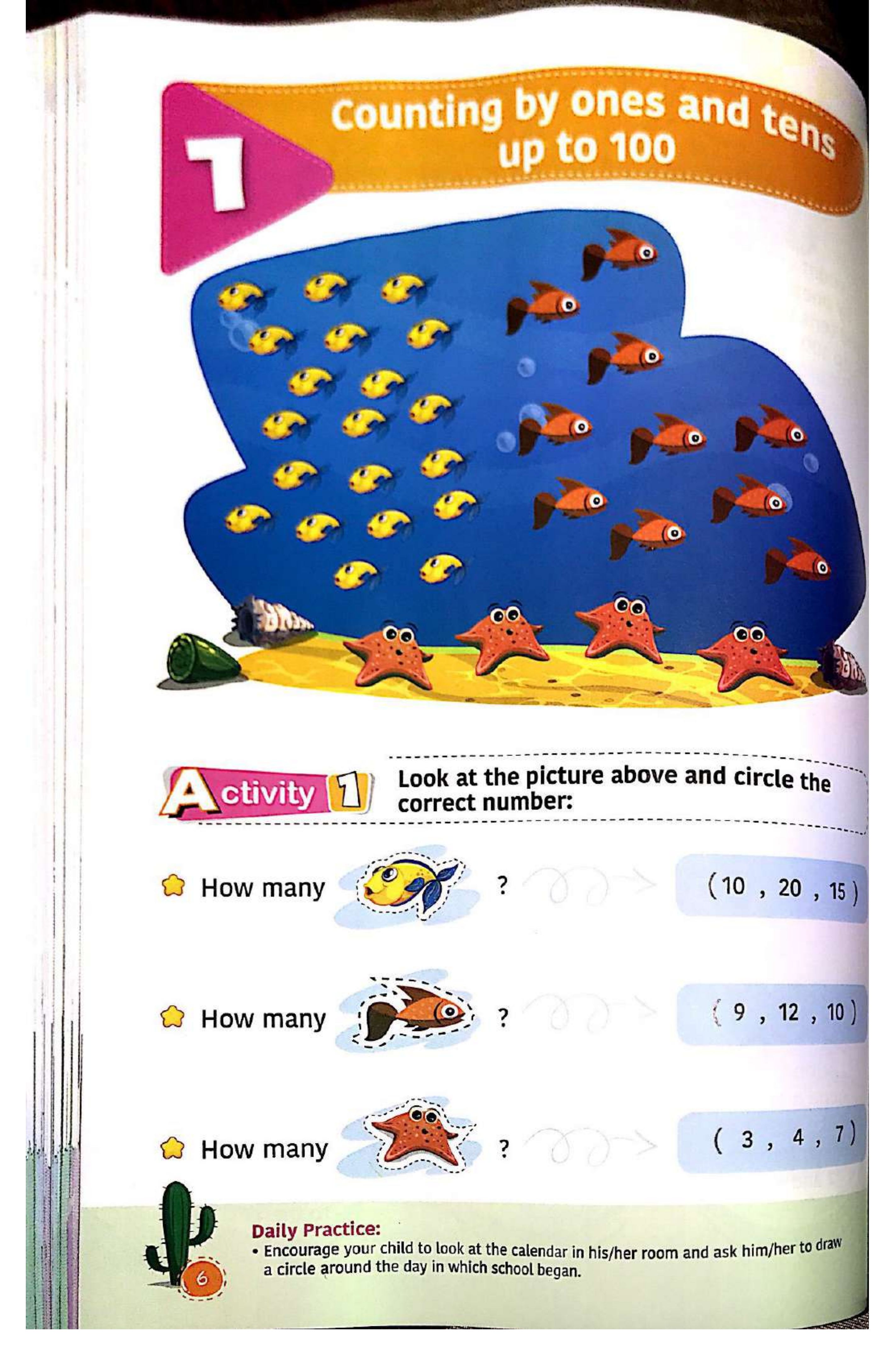

Parents' Guide
in Mathematics
5
2 × 9
=
7
A
B
C
D
E
H



# Table of Contents


Chapter
1


By the end of this chapter, the student will learn to:
1 count by ones and tens up to 100.
2 compare the lengths of two objects.
3 arrange three objects in order from the shortest to the longest.
4 measure objects by non-standard units.
5 compare the lengths of several objects.
6 describe the position of objects using the terms: up, down, in, out, left, right, behind in front of, above and below.
7 describe the position of objects using ordinal numbers from the 1st to the 10th.
8 identify similarities and differences between L.E 1 and L.E 10 notes.
9 find one more and one less than a number between 2 and 99.
MATH
1 2 3



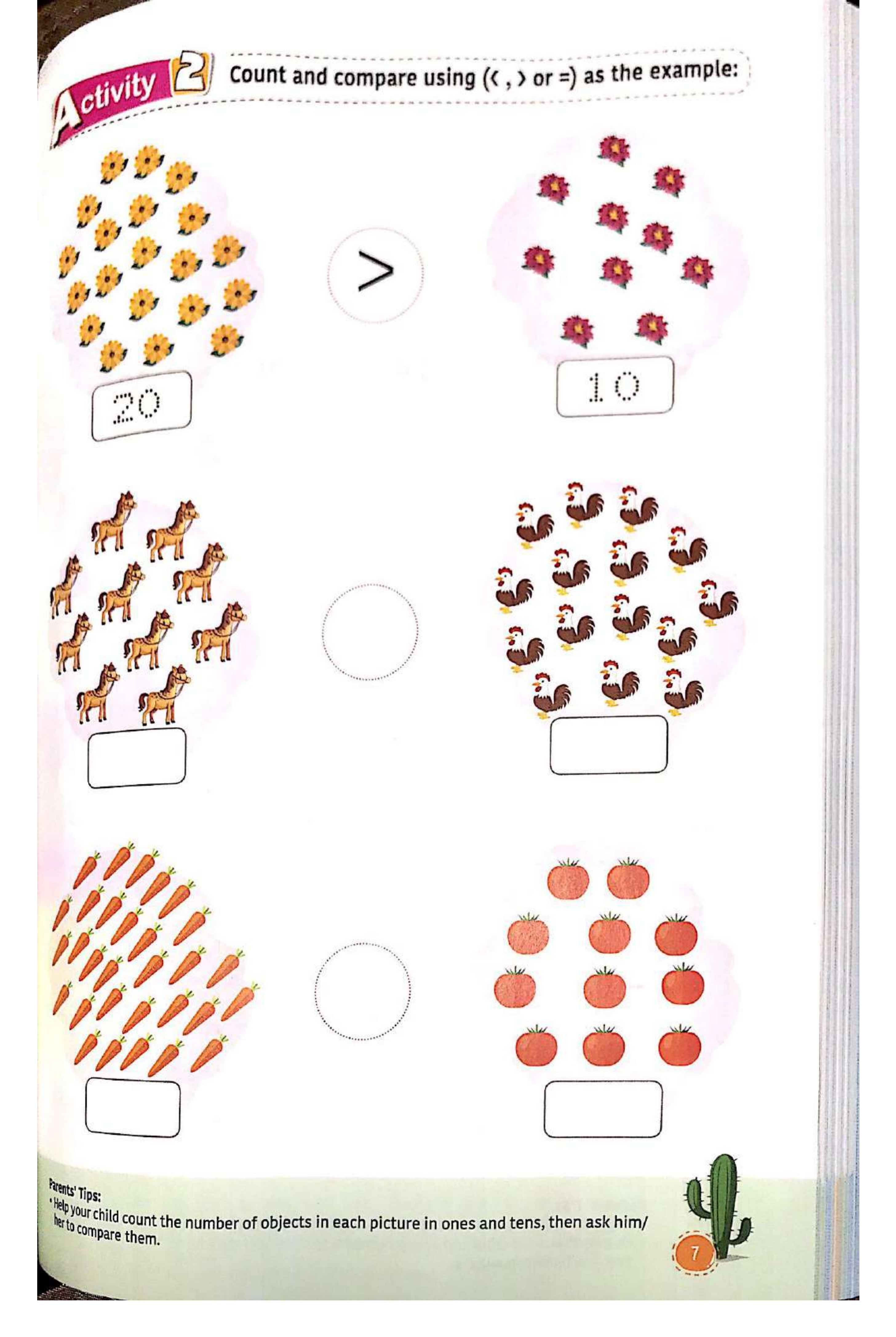
# 1 Counting by ones and tens up to 100

**Activity 1** Look at the picture above and circle the correct number:

- How many ? (10 , 20 , 15)
- How many ? (9 , 12 , 10)
- How many ? (3 , 4 , 7)

**Daily Practice:**

- Encourage your child to look at the calendar in his/her room and ask him/her to draw a circle around the day in which school began.


Activity 2
Count and compare using (< , > or =) as the example:
20
>
10
Parents' Tips:
• Help your child count the number of objects in each picture in ones and tens, then ask him/her to compare them.
7

## Activity 3 Count and find the missing and hidden numbers:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | ...... | 12 | 13 | | 15 | ...... | 17 | 18 | ...... |
| 20 | ...... | 22 | ...... | 24 | ...... | 26 | ...... | 28 | ...... |
| 30 | ...... | ...... | ...... | ...... | ...... | ...... | | ...... | ...... |
| 40 | ...... | ...... | ...... | ...... | ...... | ...... | ...... | ...... | ...... |
| 50 | ...... | ...... | ...... | | ...... | ...... | ...... | ...... | ...... |
| 60 | ...... | ...... | ...... | ...... | ...... | ...... | ...... | | ...... |
| 70 | ...... | ...... | ...... | ...... | ...... | ...... | ...... | ...... | ...... |
| 80 | ...... | | ...... | ...... | ...... | ...... | ...... | ...... | ...... |
| 90 | ...... | ...... | ...... | ...... | ...... | | ...... | ...... | 99 |

| | | |
|---|---|---|
| ............ | ............ | ............ |
| ............ | ............ | ............ |



**Parents' Tips:**

- Give your child a group of beads, rice or beans and ask her/him to count them in ones and t
- Ensure that your child can count numbers in ones and tens up to 100 and help him/her find the hidden numbers.



## Activity 4 Count and match as the example:



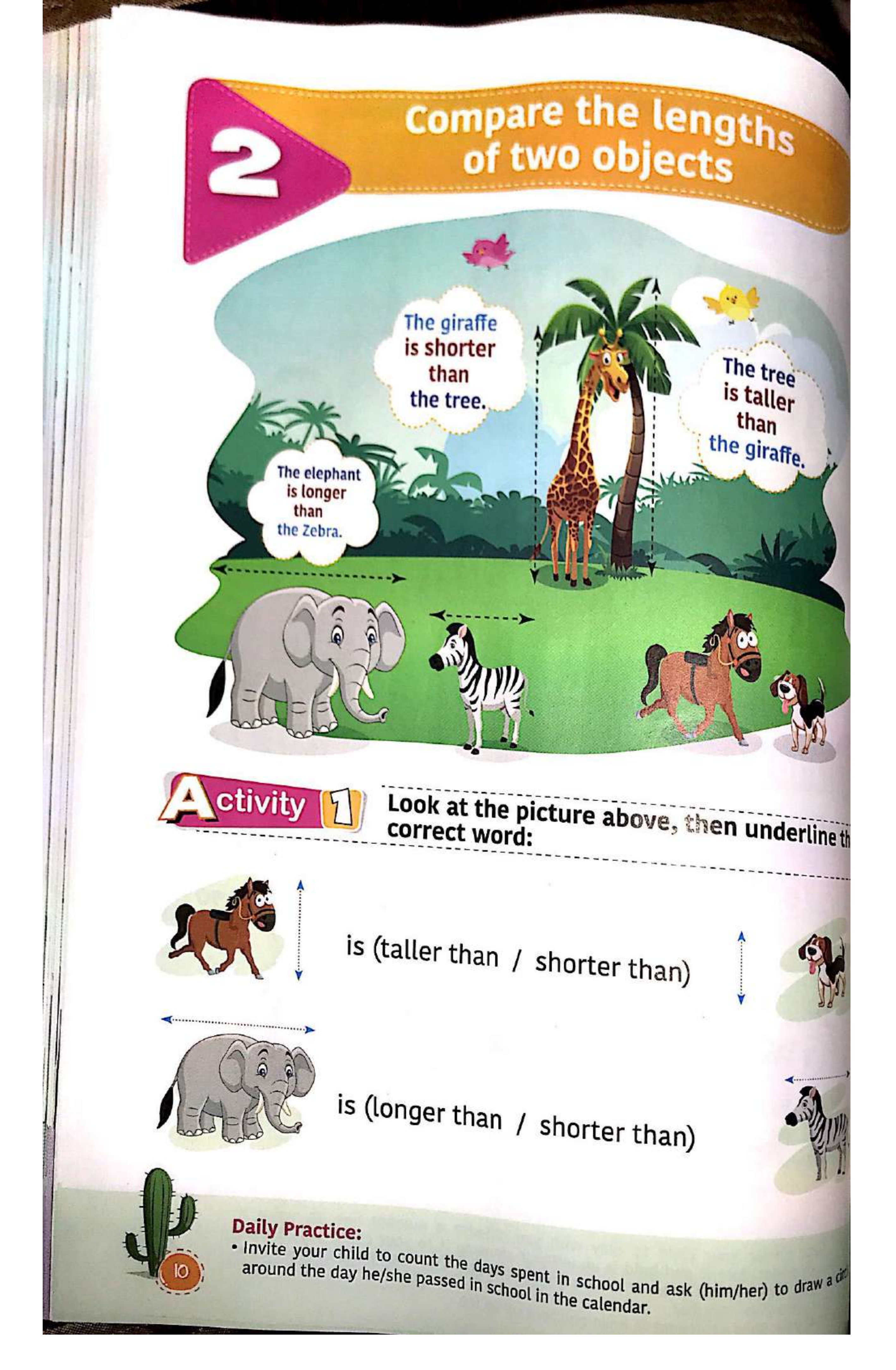
## I learned

Counting numbers by ones and tens up to 100.



**Parents' Tips:** •Invite your child to play with you. Choose a number like 37, write it on a piece of paper, fold it and hold it up without showing it to your child. Say, "I have a number with 3 tens and 7 ones. What is mystery number?" Ask your child to guess the number and encourage him/her.

•Ensure that your child can count in ones and tens up to 100.



# 2 Compare the lengths of two objects



## Activity 1

**Look at the picture above, then underline th correct word:**

is (taller than / shorter than)

is (longer than / shorter than)

**Daily Practice:**

- Invite your child to count the days spent in school and ask (him/her) to draw a cir around the day he/she passed in school in the calendar.



## Activity 2

Circle the object which is longer/taller:

## Activity 3

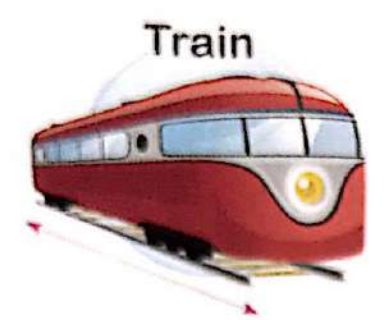
Write 1, 2 or 3 in each circle in front of each picture to order the objects from the shortest to the longest/ tallest:

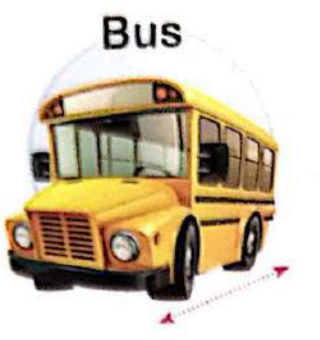
**Parents' Tips:**

- Invite your child to compare some different lengths of objects around him/her.
- Help your child to order lengths of some different objects in his/ her room from the shortest to the longest/ the tallest.




Look and complete:

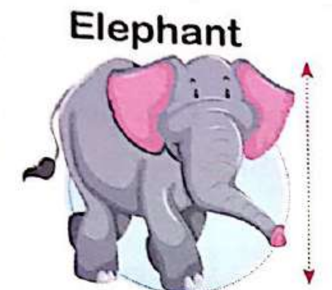


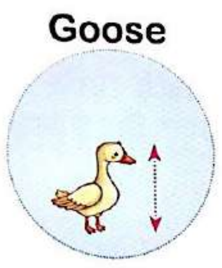



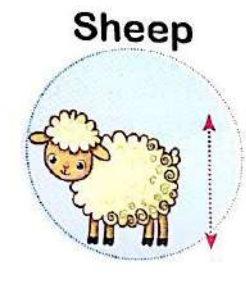




- The car is **shorter than** the .......................... .
- The train is **longer than** the .......................... and the .......................... .
- The bus is **longer than** the .......................... , but it is **shorter than** the .................... .







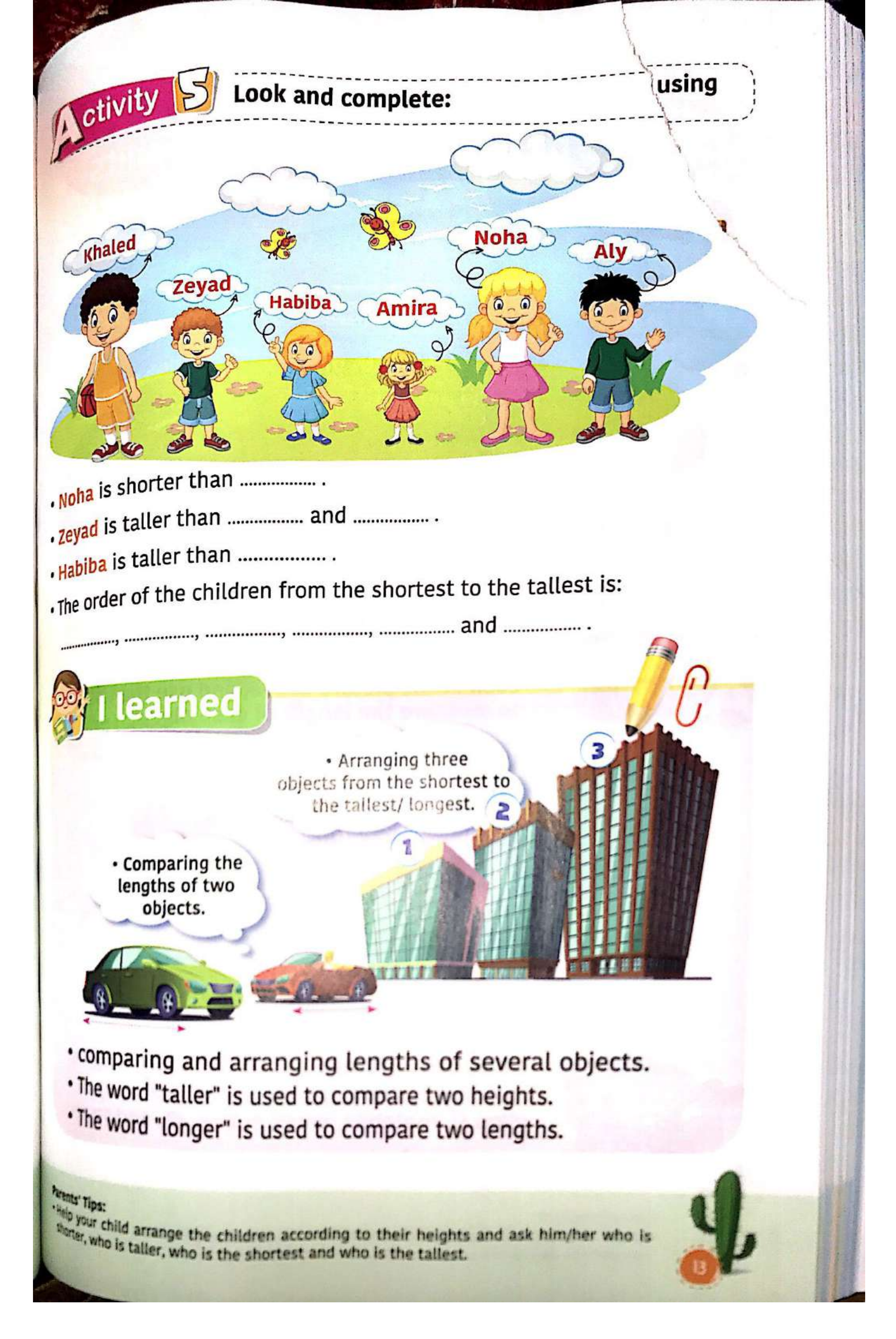
- The tallest animal is the .................... .
- The sheep is **taller than** the .................... , and **shorter than** the .............. , and the .......................... .
- The order of the animals from **the tallest** to **the shortest is:**

.........................., .......................... , .......................... , and .......................... .



**Parents' Tips:**

- Give your child a set of 3 objects of different lengths, like the toy animals and ask him/her to compare their heights, then ask him/her to order their heights.



## Activity 5 Look and complete:

using



- Noha is shorter than ................ .
- Zeyad is taller than ................ and ................ .
- Habiba is taller than ................ .
- The order of the children from the shortest to the tallest is:

................, ................, ................, ................, ................ and ................ .

## I learned



- comparing and arranging lengths of several objects.
- The word "taller" is used to compare two heights.
- The word "longer" is used to compare two lengths.

**Parents' Tips:**

- Help your child arrange the children according to their heights and ask him/her who is shorter, who is taller, who is the shortest and who is the tallest.


Activ
Measuring the length of objects by using non-standard units
The length of the pencil is 3
Activity 1
Look at the picture above, and use the to measure the length of each object:
How long?
I can use different units to measure lengths of objects as popsicle sticks , paper clips , matches, small cubes , and so on.
Daily Practice:
• Invite your child to count the days spent in school and ask (him/her) to draw a c
around the day he/she passed in school in the calendar.
14



## Activity 2

Measure the length of each object by using the shown unit:

The length is ..............

The length is ..............

The length is ..............

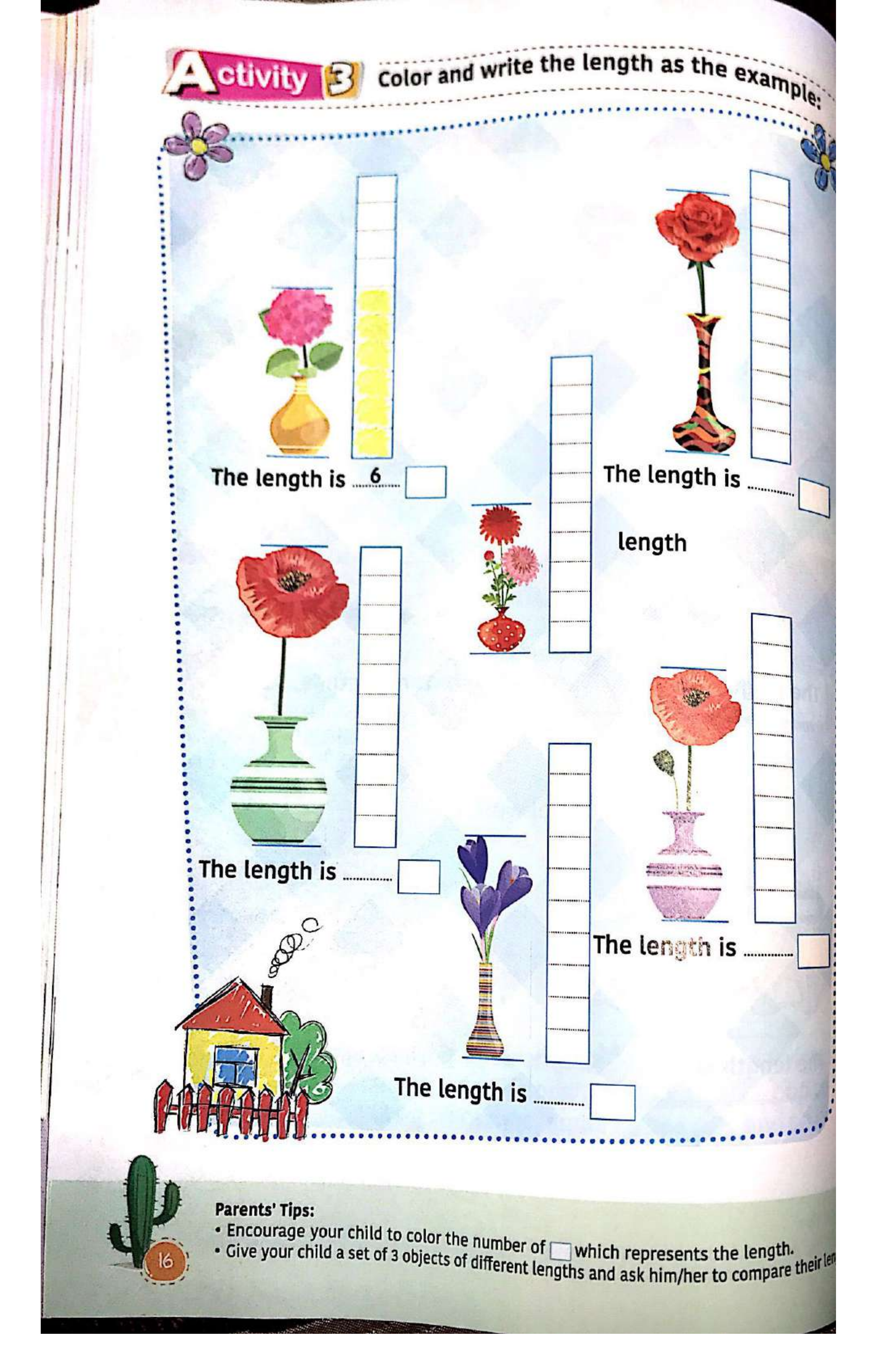
The length is ..............

The length is ..............

The length is ..............

Parents' Tips:

• Encourage your child to use some non-standard measurement tools to measure some objects as spoon, pencil, book, and so on.



## Activity 3 Color and write the length as the example:

The length is 6 ☐

The length is ........ ☐

length

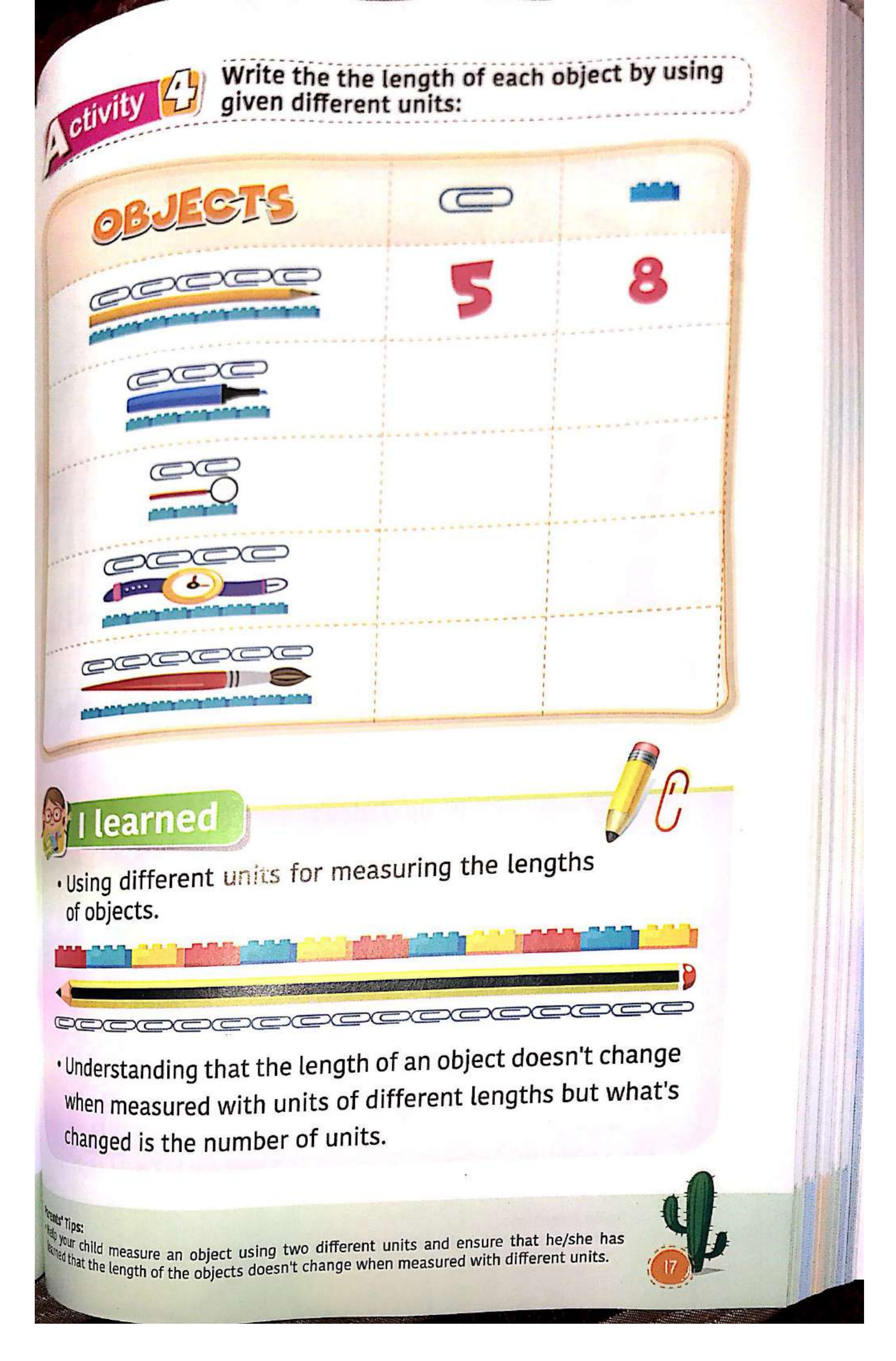
The length is ........ ☐

The length is ........ ☐

The length is ........ ☐

**Parents' Tips:**

- Encourage your child to color the number of ☐ which represents the length.
- Give your child a set of 3 objects of different lengths and ask him/her to compare their len



Activity 4 Write the the length of each object by using given different units:

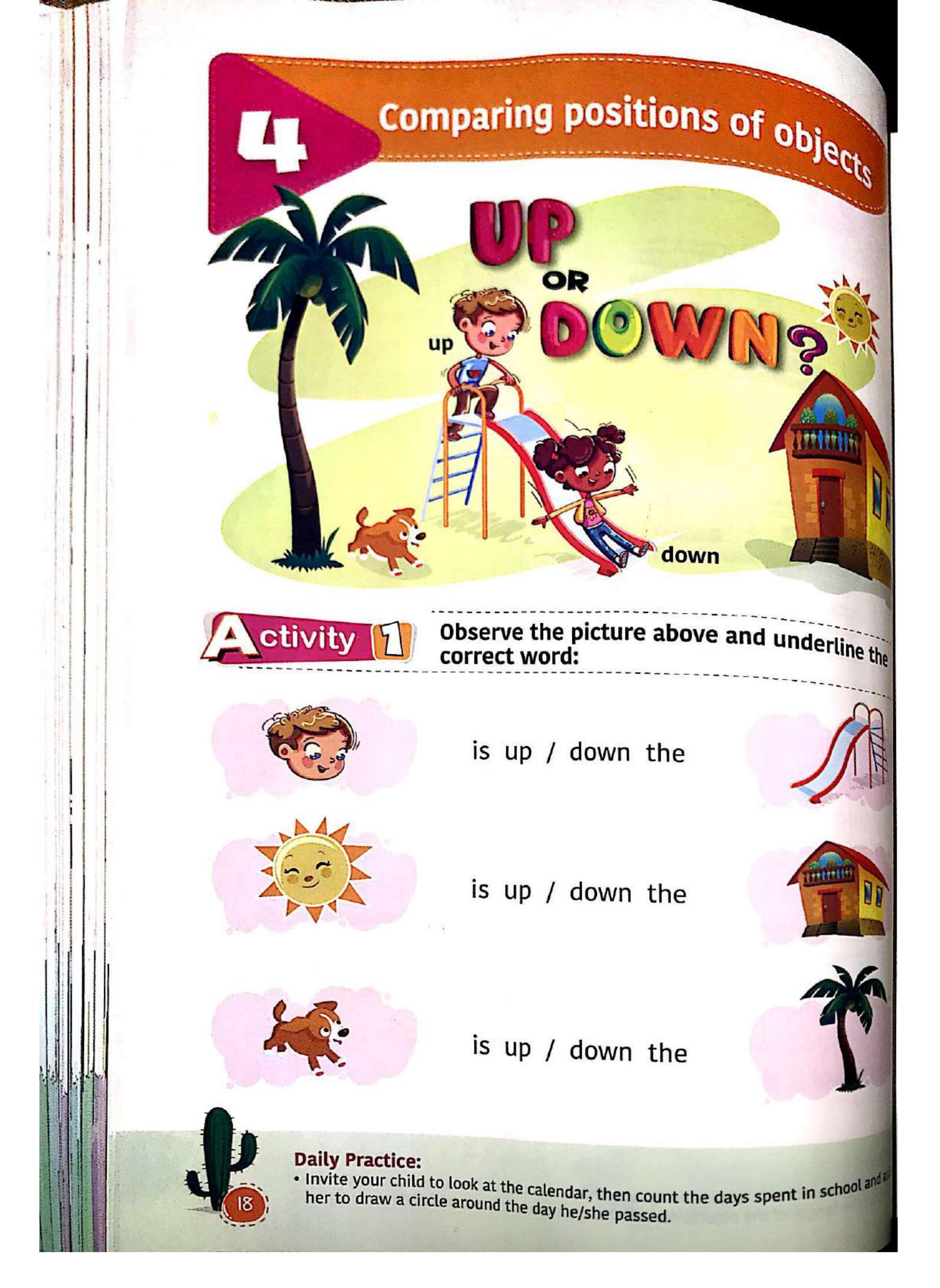
| OBJECTS | (paper clip) | (block) |
|---|---|---|
| pencil | 5 | 8 |
| marker | | |
| magnifying glass | | |
| watch | | |
| paintbrush | | |

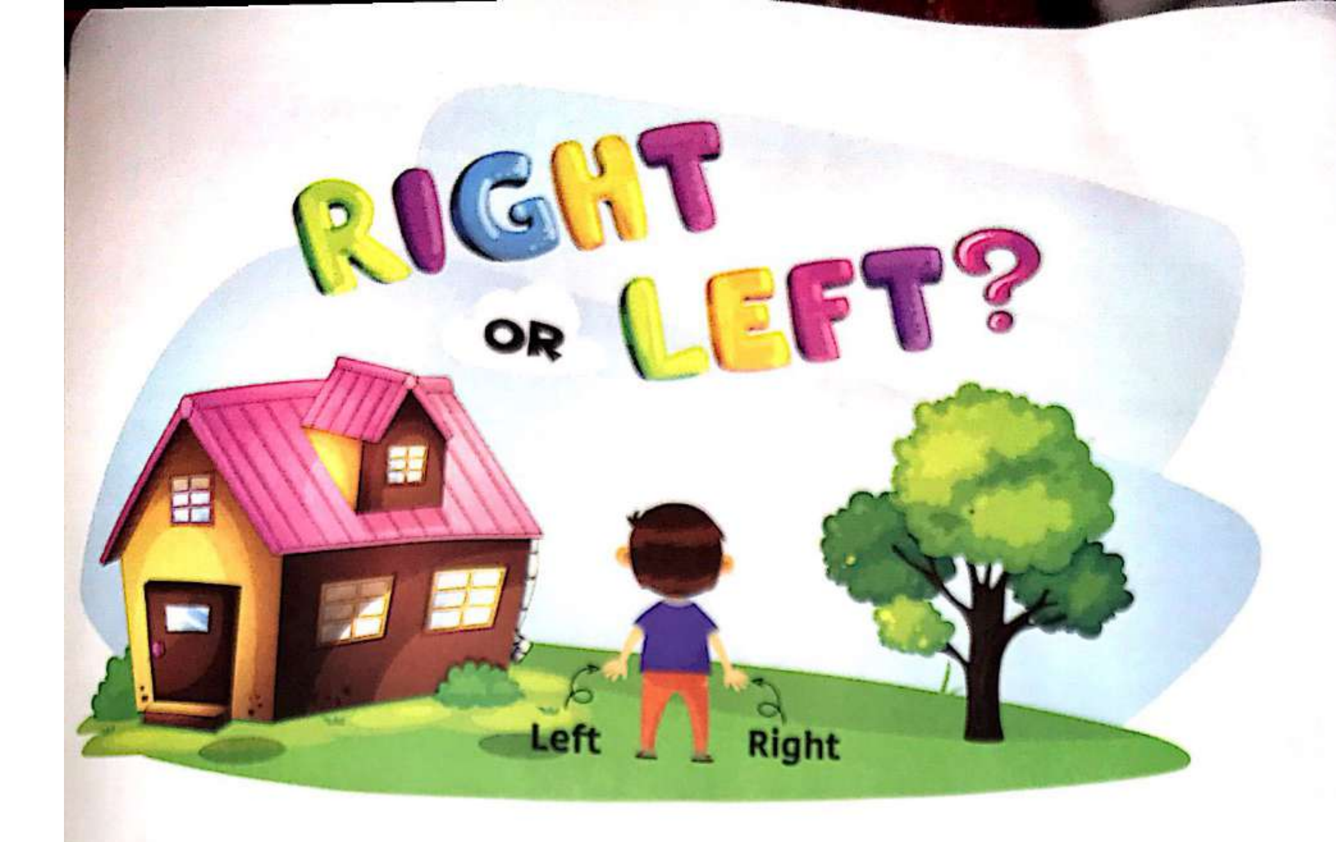
## I learned

- Using different units for measuring the lengths of objects.
- Understanding that the length of an object doesn't change when measured with units of different lengths but what's changed is the number of units.

Parents' Tips:

- Help your child measure an object using two different units and ensure that he/she has learned that the length of the objects doesn't change when measured with different units.


4
Comparing positions of objects
UP
OR
DOWN?
up
down
Activity 1
Observe the picture above and underline the correct word:
is up / down the
is up / down the
is up / down the
Daily Practice:
• Invite your child to look at the calendar, then count the days spent in school and a[sk]
her to draw a circle around the day he/she passed.
18







Circle the correct word as the example:



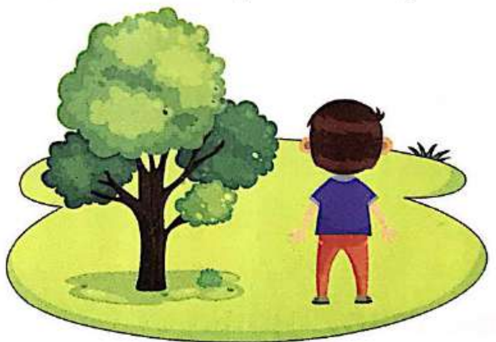
The house is to the
(right / left) of the boy.



The house is to the
( right / left ) of the boy.

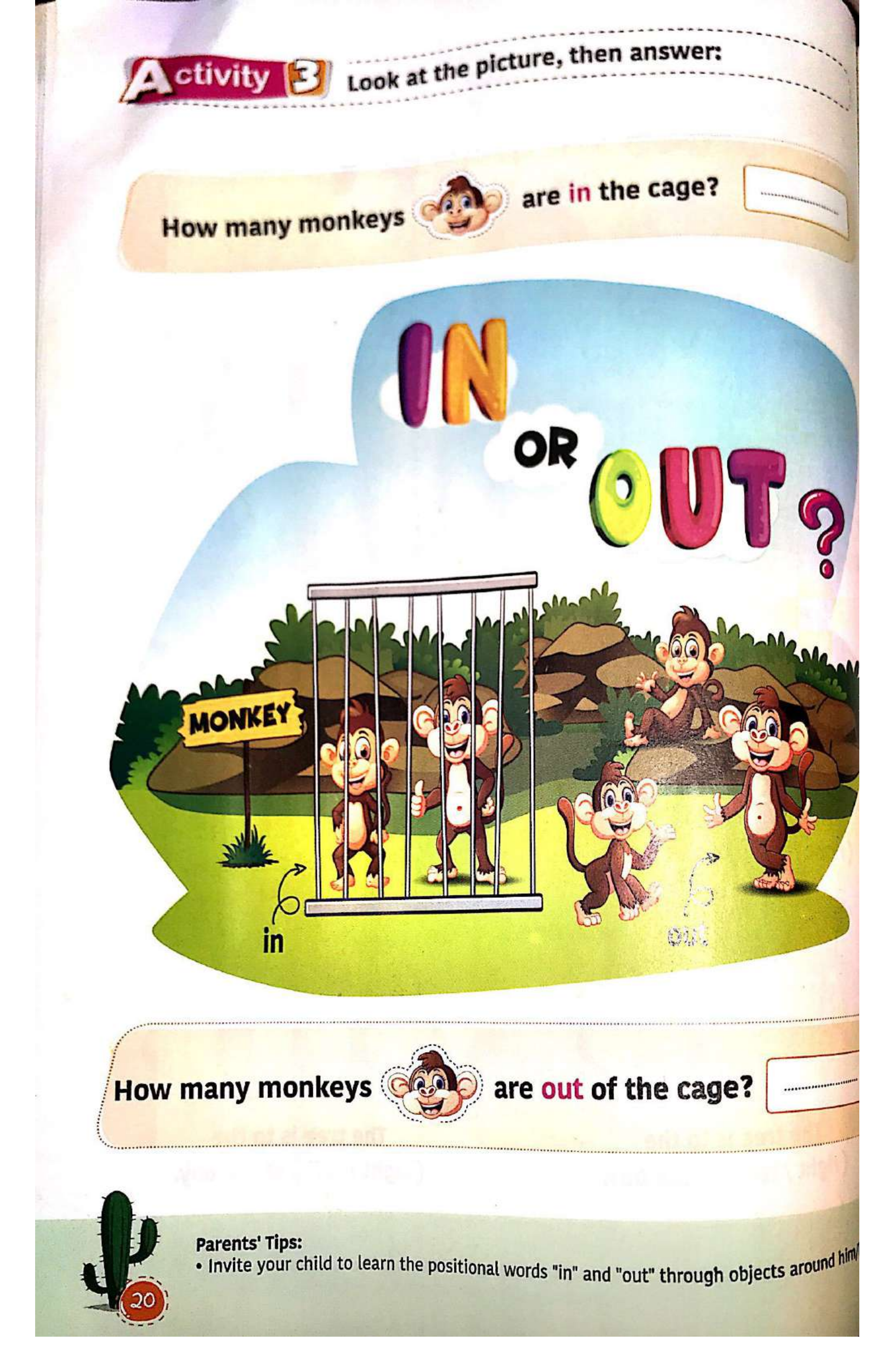


The tree is to the
( right / left ) of the boy.

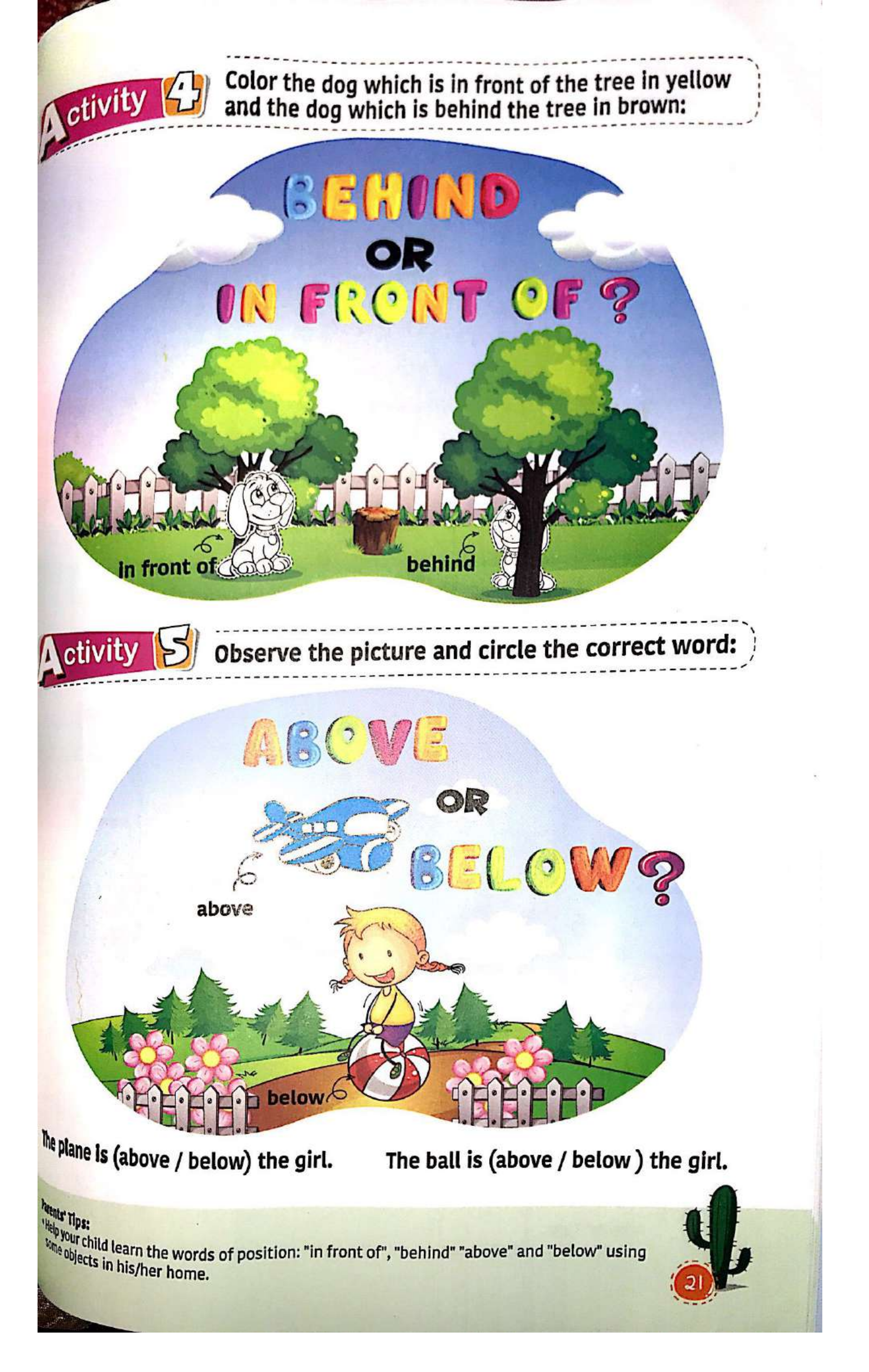


The tree is to the
( right / left ) of the boy.

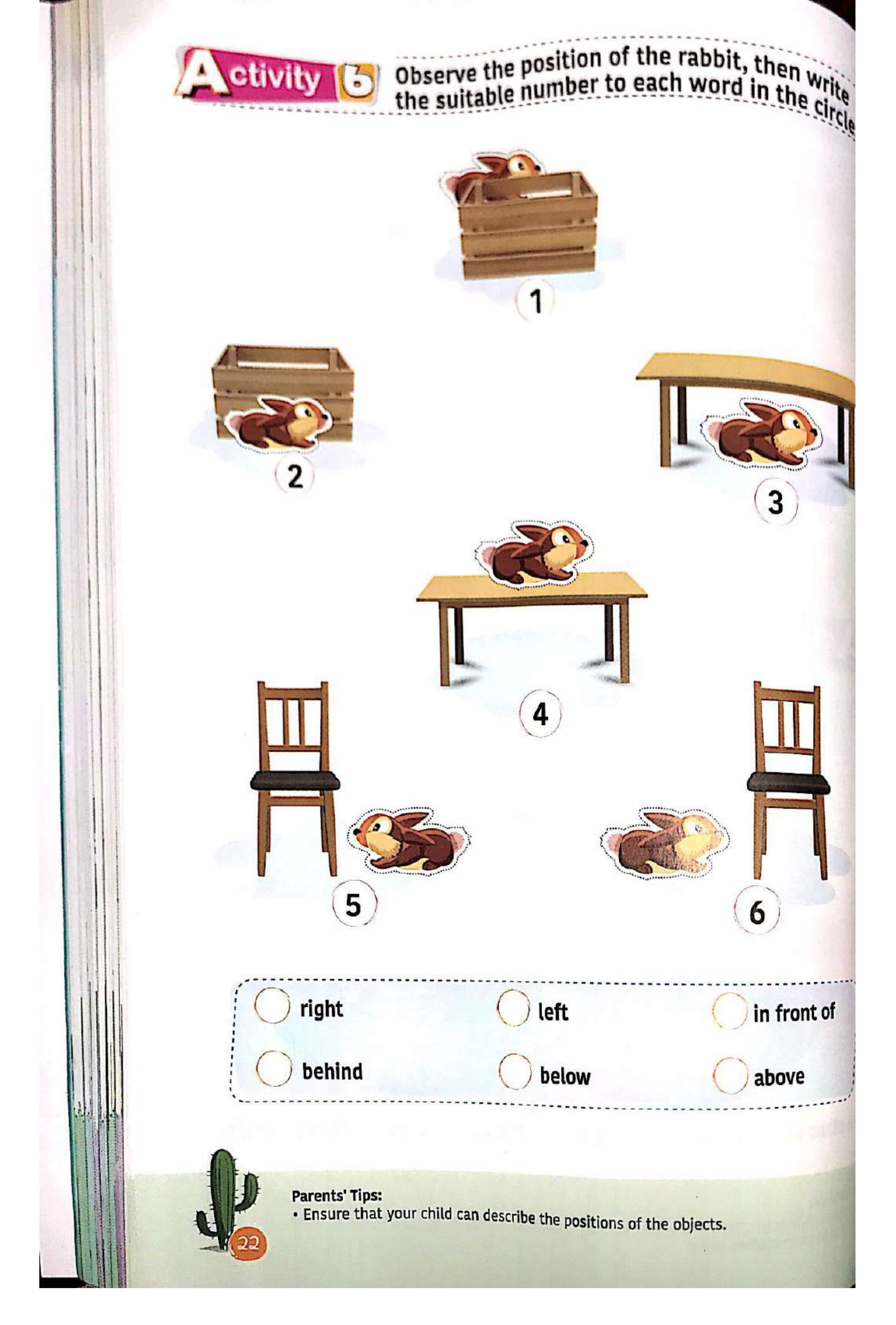
Parents' Tips:
• Help your child learn the positional words: right and left of his/her two hands.




Scanned with CamScanner

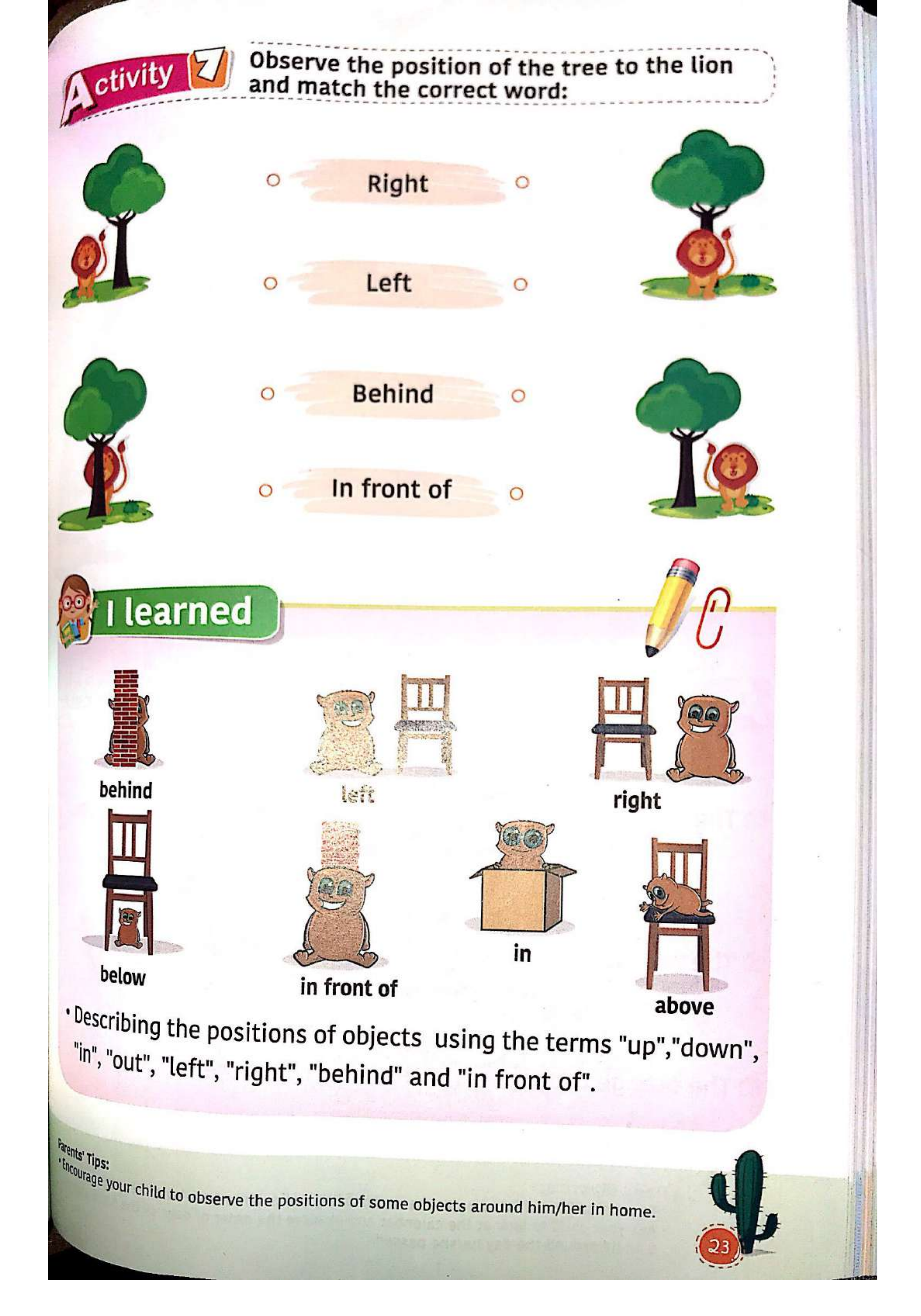

Activity 4
Color the dog which is in front of the tree in yellow and the dog which is behind the tree in brown:
BEHIND
OR
IN FRONT OF ?
in front of
behind
Activity 5
Observe the picture and circle the correct word:
ABOVE
OR
BELOW?
above
below
The plane is (above / below) the girl.
The ball is (above / below ) the girl.
Parents' Tips:
• Help your child learn the words of position: "in front of", "behind" "above" and "below" using some objects in his/her home.
21

## Activity 6 Observe the position of the rabbit, then write the suitable number to each word in the circle.




| | | |
|---|---|---|
| ◯ right | ◯ left | ◯ in front of |
| ◯ behind | ◯ below | ◯ above |

**Parents' Tips:**
- Ensure that your child can describe the positions of the objects.



# Activity 7

Observe the position of the tree to the lion and match the correct word:



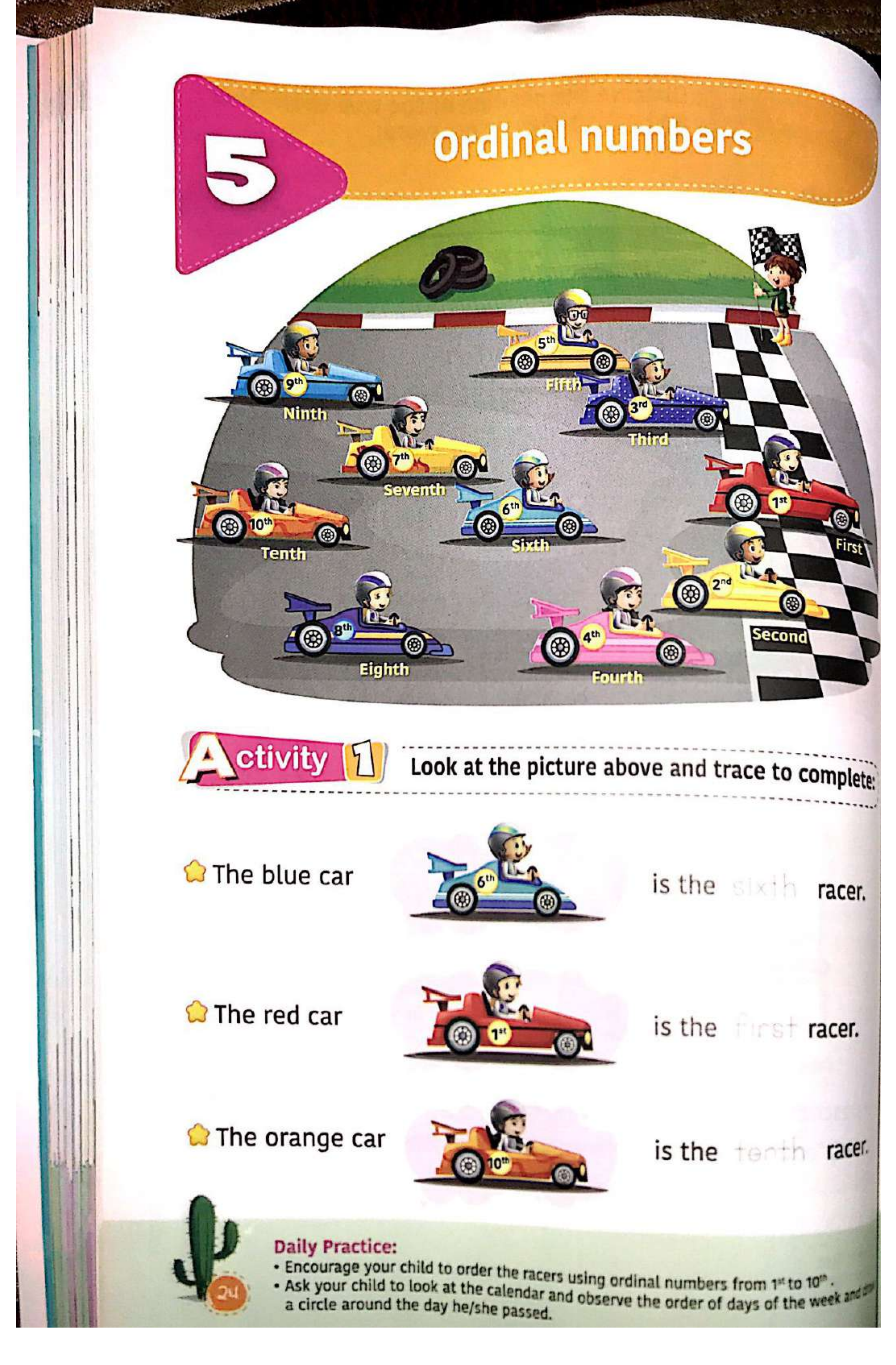
## I learned



- Describing the positions of objects using the terms "up","down", "in", "out", "left", "right", "behind" and "in front of".

Parents' Tips:

- Encourage your child to observe the positions of some objects around him/her in home.



# 5 Ordinal numbers



**Activity 1** Look at the picture above and trace to complete:

- The blue car (6th) is the sixth racer.
- The red car (1st) is the first racer.
- The orange car (10th) is the tenth racer.

**Daily Practice:**

- Encourage your child to order the racers using ordinal numbers from 1st to 10th.
- Ask your child to look at the calendar and observe the order of days of the week and draw a circle around the day he/she passed.




**Order the events of the daily routine using ordinal numbers (1st, 2nd, 3rd, 4th, 5th, 6th):**

I wake up.




I go to school.



I study my lessons.



I clean my teeth.

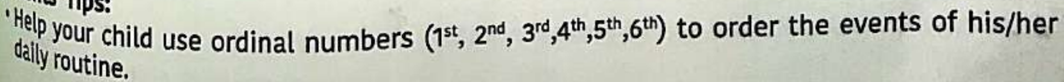


I go to bed.



I have breakfast.



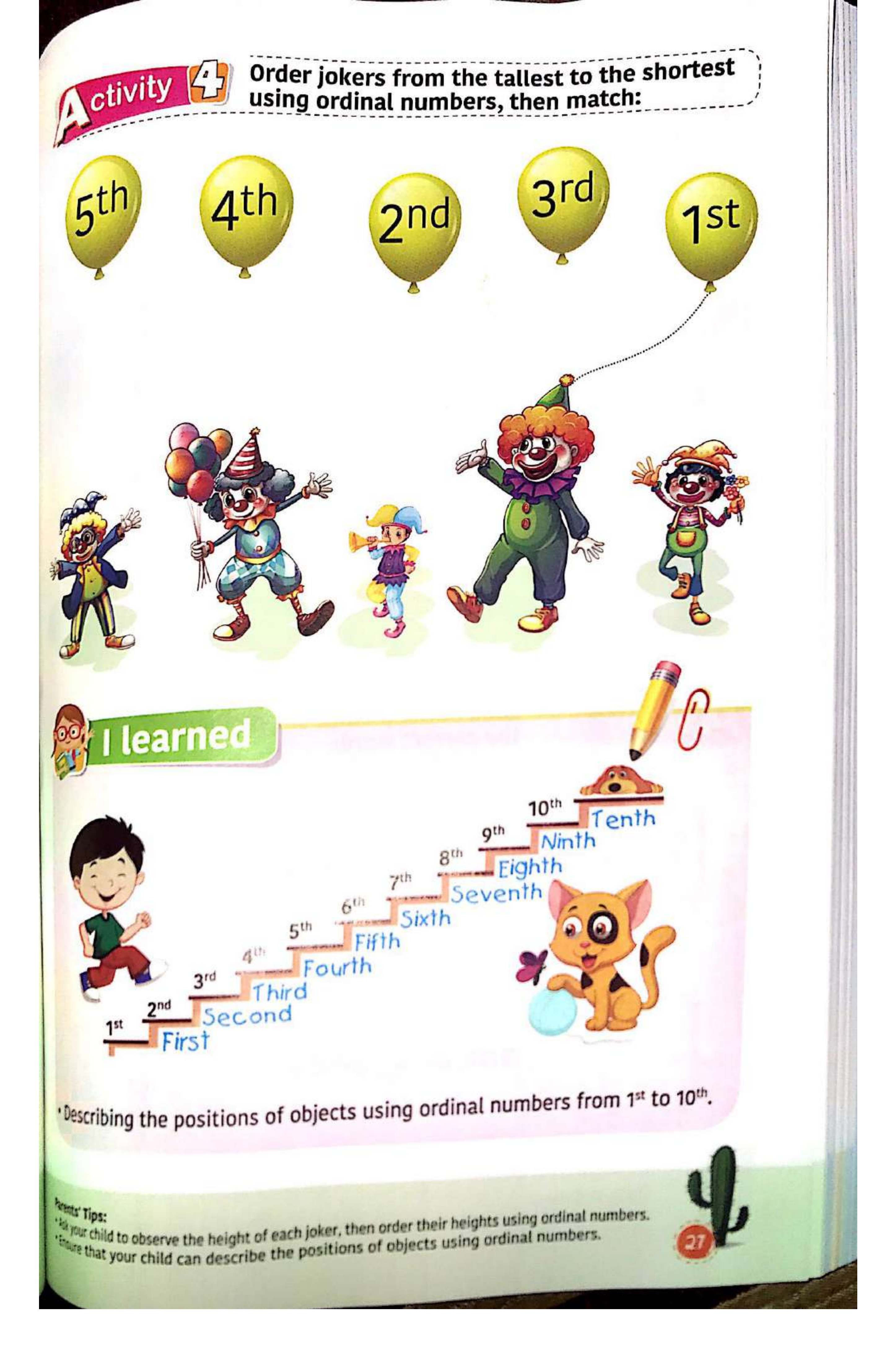


**Parents' Tips:**

- Help your child use ordinal numbers (1st, 2nd, 3rd, 4th, 5th, 6th) to order the events of his/her daily routine.




Activity 3
Observe the picture and circle the correct order of each child as the example:
First
Second
Third
Fourth
Fifth
2nd Second
4th Fourth
3rd Third
1st First
5th Fifth
4th Fourth
1st First
4th Fourth
3rd Third
3rd Third
1st First
2nd Second
1st First
4th Fourth
5th Fifth
Parents' Tips:
• Discuss with your child the use of ordinal numbers in everyday life.
26


Activity 4
Order jokers from the tallest to the shortest using ordinal numbers, then match:
5th
4th
2nd
3rd
1st
I learned
1st First
2nd Second
3rd Third
4th Fourth
5th Fifth
6th Sixth
7th Seventh
8th Eighth
9th Ninth
10th Tenth
• Describing the positions of objects using ordinal numbers from 1st to 10th.
Parents' Tips:
• Ask your child to observe the height of each joker, then order their heights using ordinal numbers.
• Ensure that your child can describe the positions of objects using ordinal numbers.
27



# 6 Finding one more and one less than a number between 2 and 99



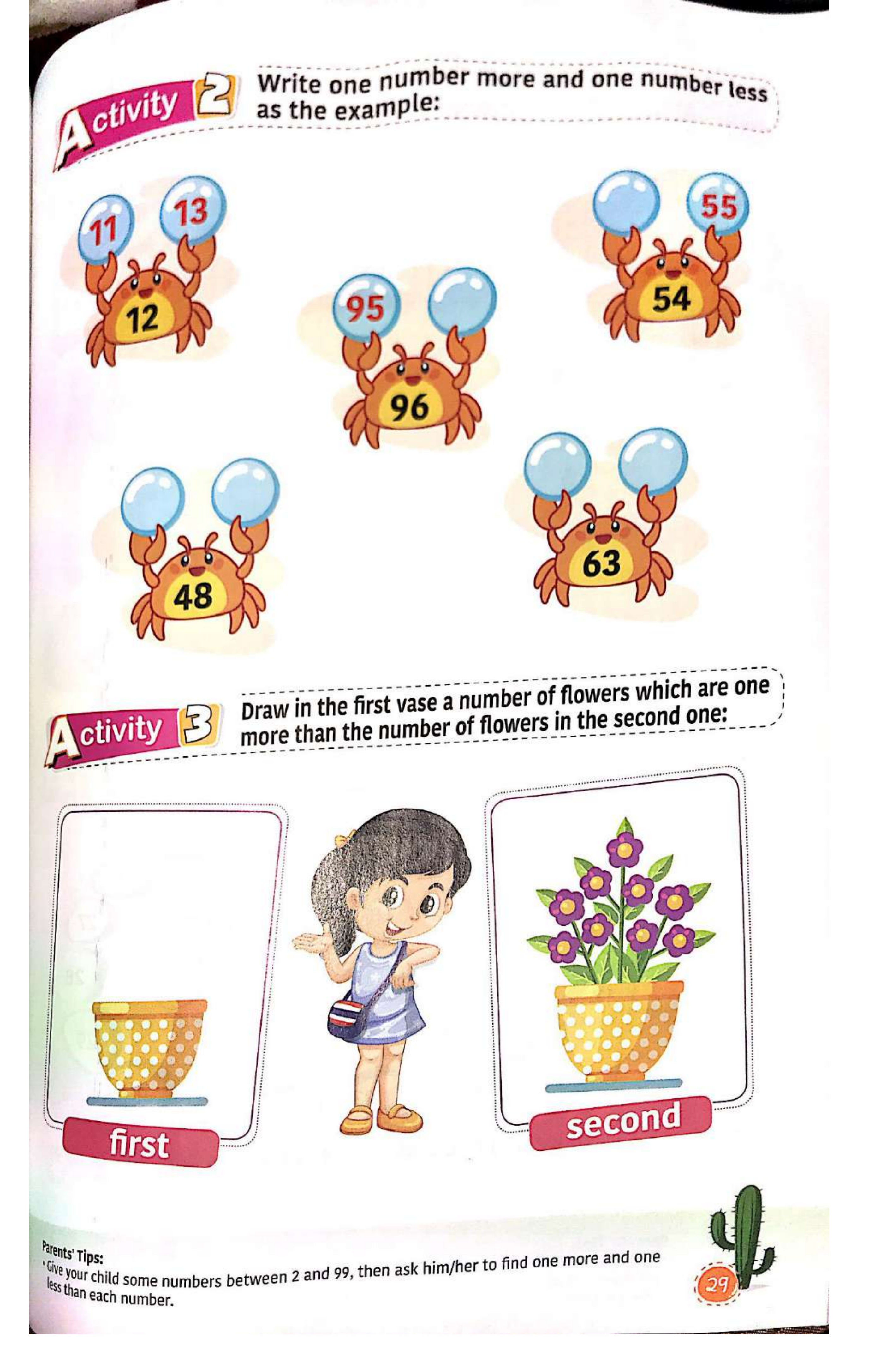
**Activity 1** Look at the picture above, then circle the correct word:

19 is ( one more / one less ) than 20

21 is ( one more / one less ) than 20

**Daily Practice:**

- Ask your child to look at the calendar and observe which day comes before/ after and wh month is before/after.


Activity 2
Write one number more and one number less as the example:
11
13
12
95
96
55
54
48
63
Activity 3
Draw in the first vase a number of flowers which are one more than the number of flowers in the second one:
first
second
Parents' Tips:
• Give your child some numbers between 2 and 99, then ask him/her to find one more and one less than each number.
29

## Activity 4 Use the numbers in the train and complete as the example:

9 10 11 12 13 14 15 16 17

10 1 more than 9

13 1 less than ........

16 1 less than ........

15 1 more than ........

14 1 more than ........

## I learned

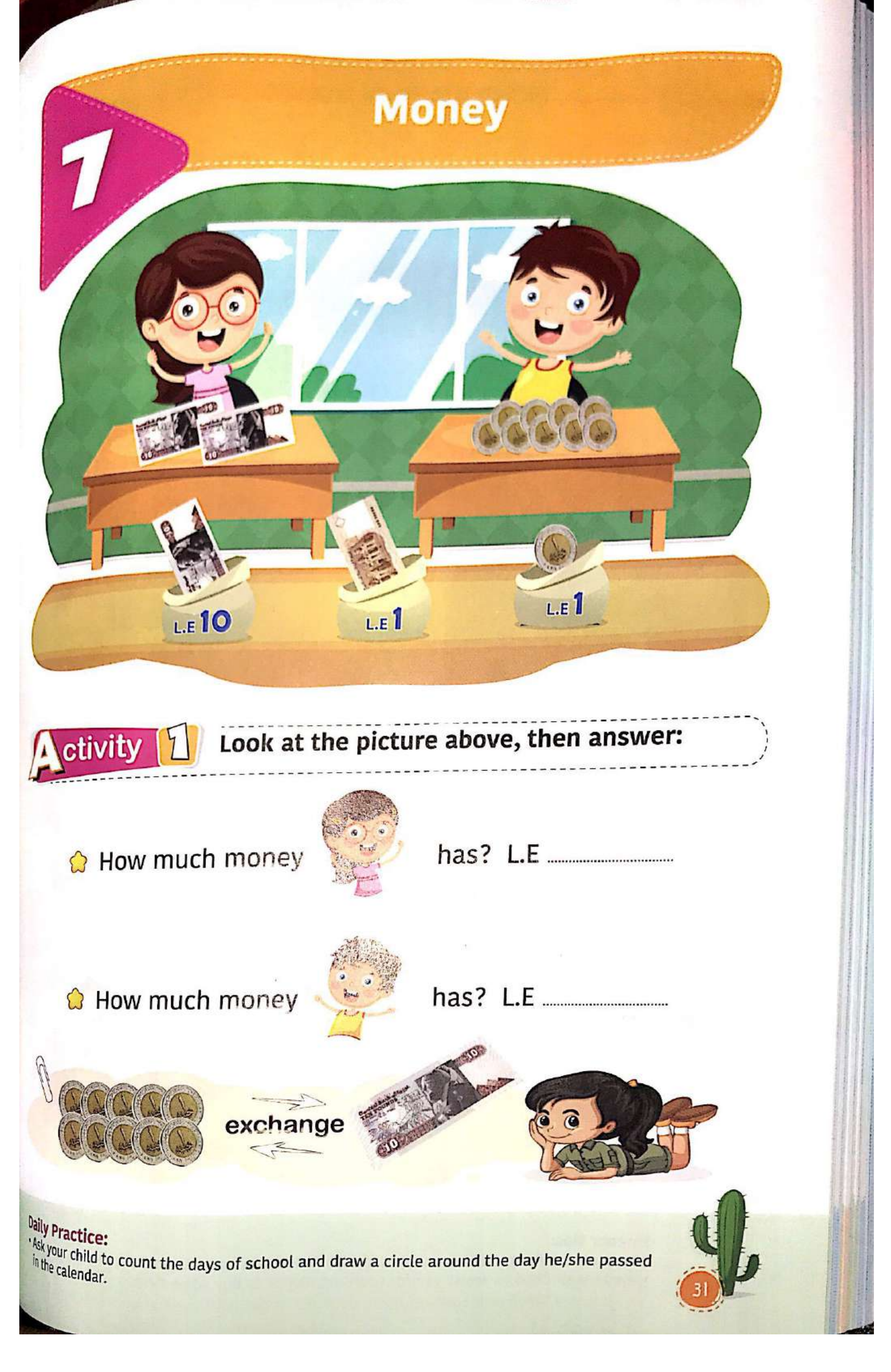
16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43

- Finding one more and one less than any number between 2 and 99.



**Parents' Tips:**

- Help your child find the missing numbers which are more or less than the given numbers.
- Give your child some numbered cards and ask him/her to arrange them from the smallest to the greatest.



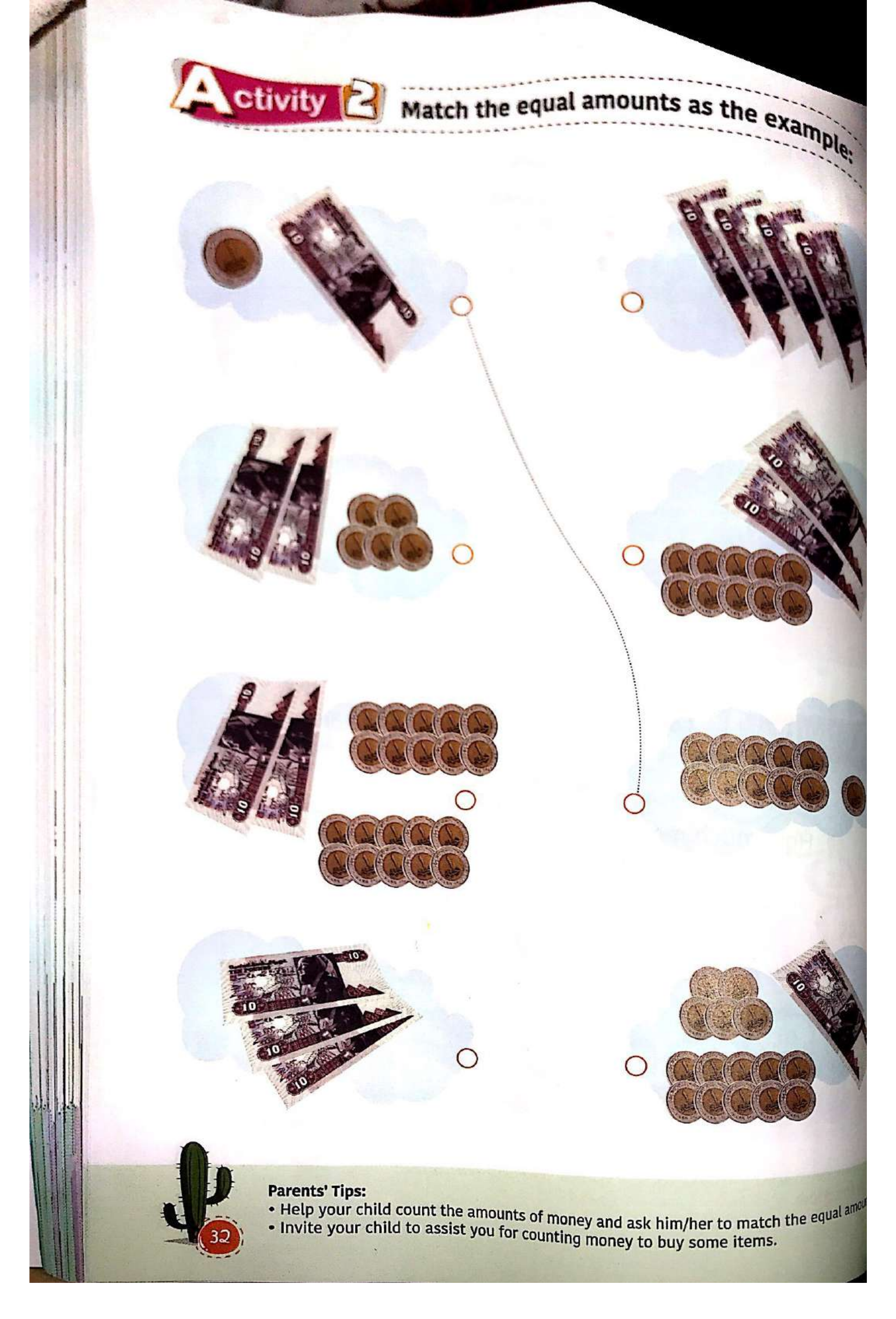

# 7 Money

**Activity 1** Look at the picture above, then answer:

- How much money [girl] has? L.E ..................
- How much money [boy] has? L.E ..................

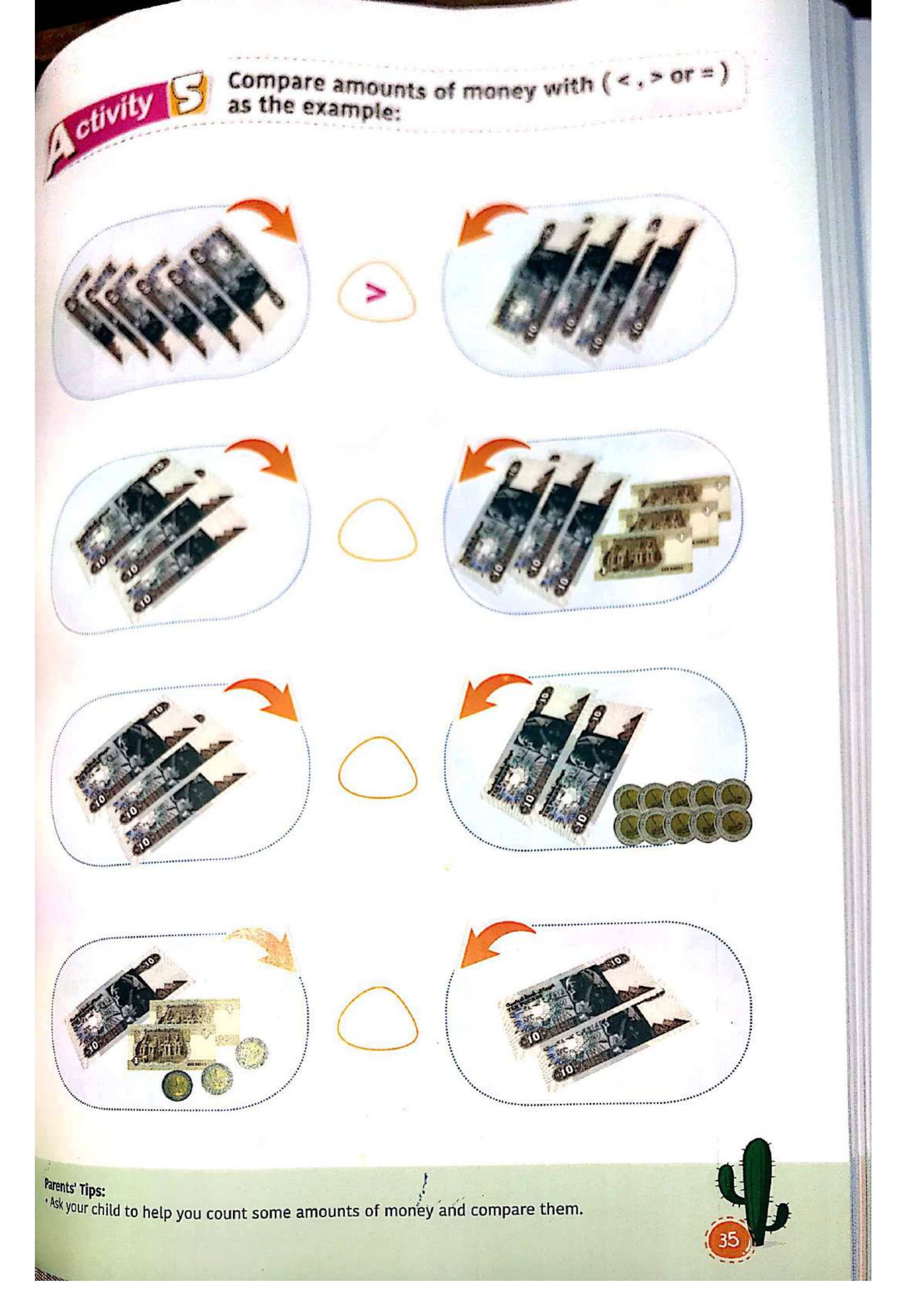
**Daily Practice:**

- Ask your child to count the days of school and draw a circle around the day he/she passed in the calendar.


Activity 2
Match the equal amounts as the example:
Parents' Tips:
• Help your child count the amounts of money and ask him/her to match the equal amou
• Invite your child to assist you for counting money to buy some items.
32

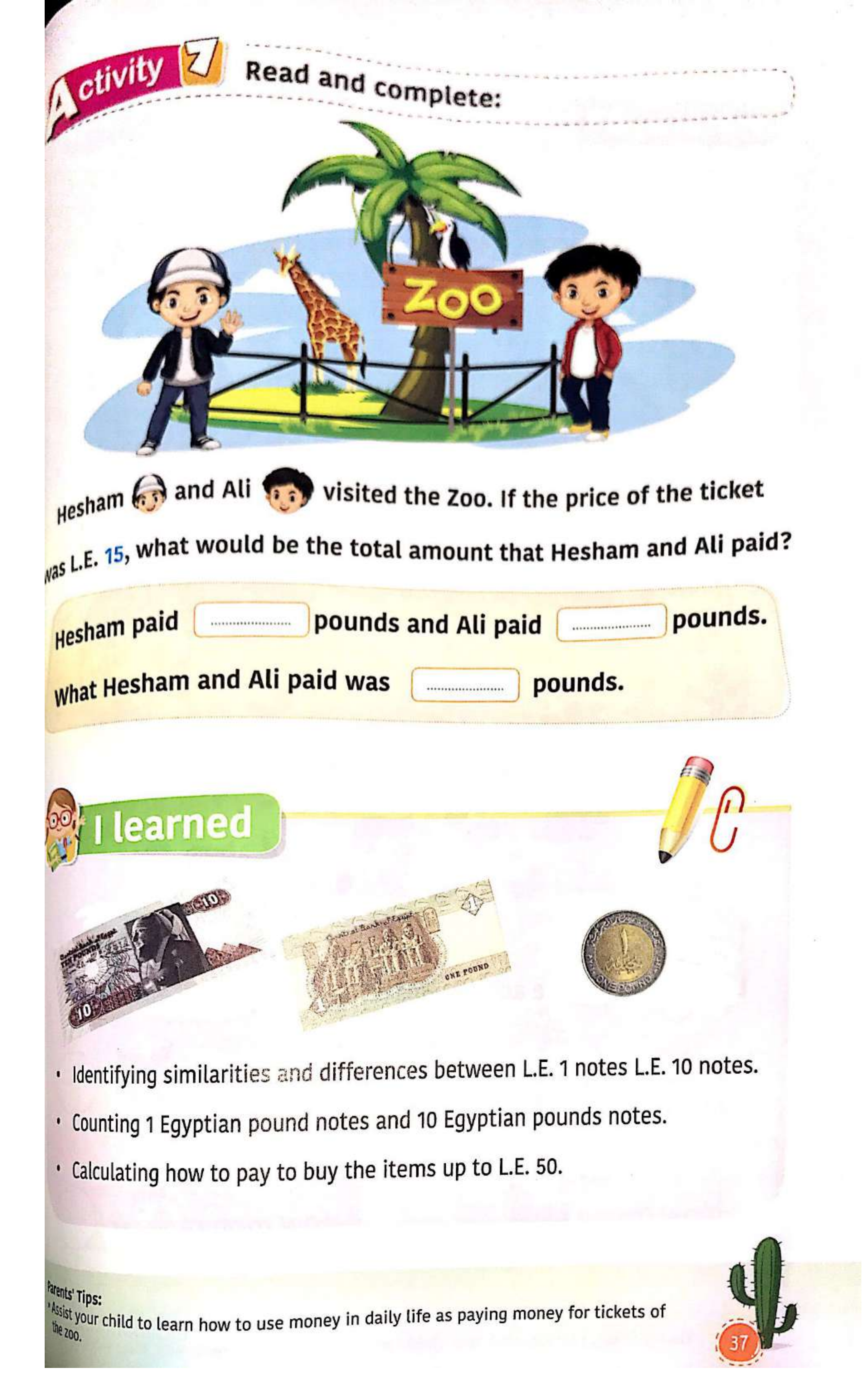

Activity 3
Circle the children who can buy the teddy bear:
Hala
Ahmed
Hossam
Dina
L.E.25
Parents' Tips:
• Encourge your child to count the amount of money which each child has and determine who can buy the toy.
• Encourage your child to count the money with you when buying some objects.
33


Activity 4
Circle the amount of money you need to buy each object as the example:
L.E. 35
L.E. 55
L.E. 30
L.E. 40
Parents' Tips:
• Let your child count and circle the amount (he/she) needs to buy some objects.
• Invite your child to observe how to use money in daily life.
34


Activity 5
Compare amounts of money with ( < , > or = )
as the example:
>
10
Parents' Tips:
• Ask your child to help you count some amounts of money and compare them.
35


Activity 6
Look at the following prices, read the questions and color as the example:
L.E. 42
L.E. 17
L.E. 35
If you have
Can you buy the kite?
Yes
No
If you have
Can you buy the car?
Yes
No
If you have
Can you buy the bike?
Yes
No
36

## Activity 7 Read and complete:




Hesham and Ali visited the Zoo. If the price of the ticket was L.E. 15, what would be the total amount that Hesham and Ali paid?

Hesham paid ............ pounds and Ali paid ............ pounds.

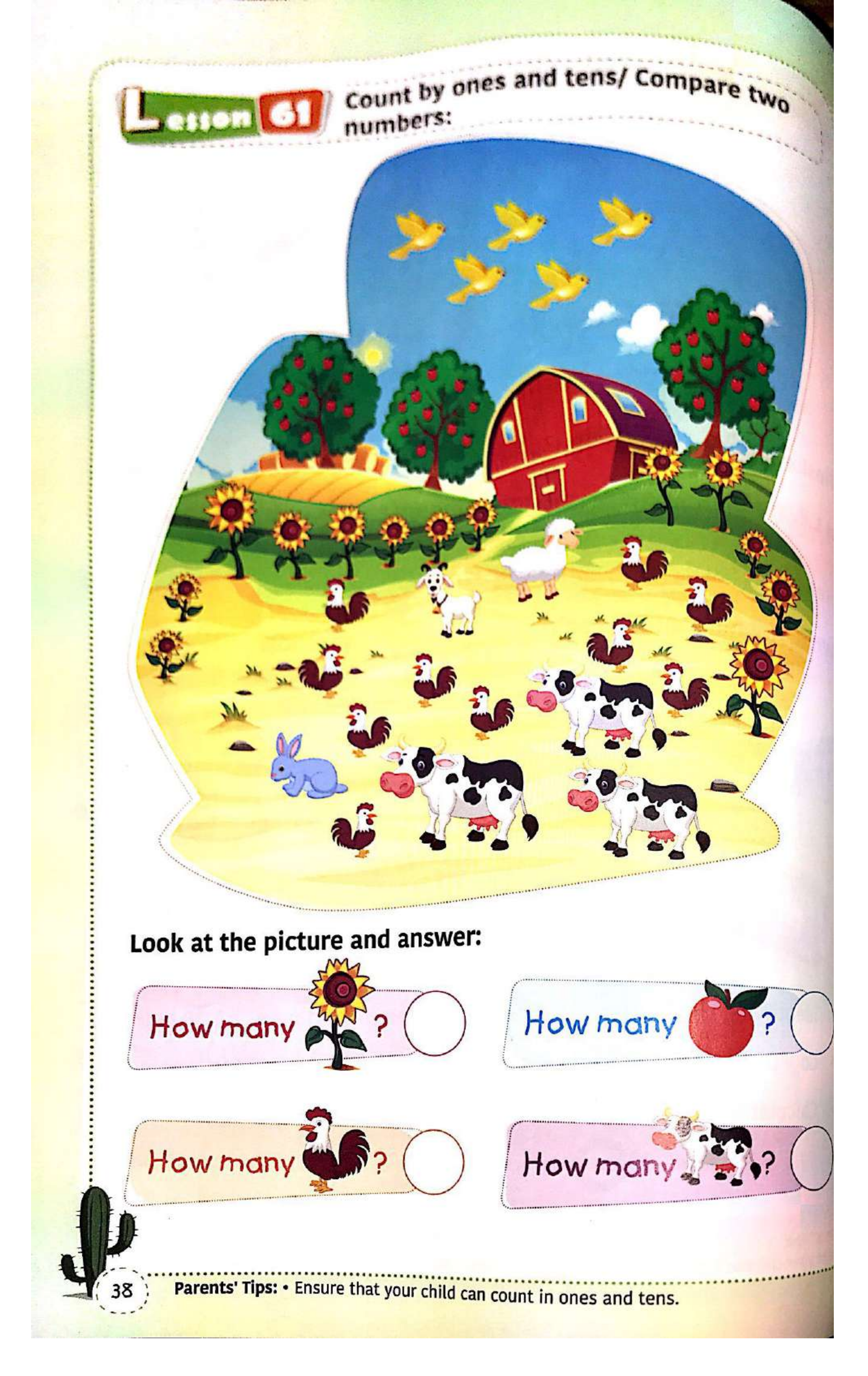
What Hesham and Ali paid was ............ pounds.

## I learned

- Identifying similarities and differences between L.E. 1 notes L.E. 10 notes.
- Counting 1 Egyptian pound notes and 10 Egyptian pounds notes.
- Calculating how to pay to buy the items up to L.E. 50.

**Parents' Tips:**

* Assist your child to learn how to use money in daily life as paying money for tickets of the zoo.



# Lesson 61 Count by ones and tens/ Compare two numbers:

**Look at the picture and answer:**

How many ?

How many ?

How many ?

How many ?

**Parents' Tips:** • Ensure that your child can count in ones and tens.



# Lessons 62-63

Compare lengths of objects
Compare positions of objects

Circle the dog which is above the table.

Circle the apple which is in the box.

Circle the ball which is below the cat.

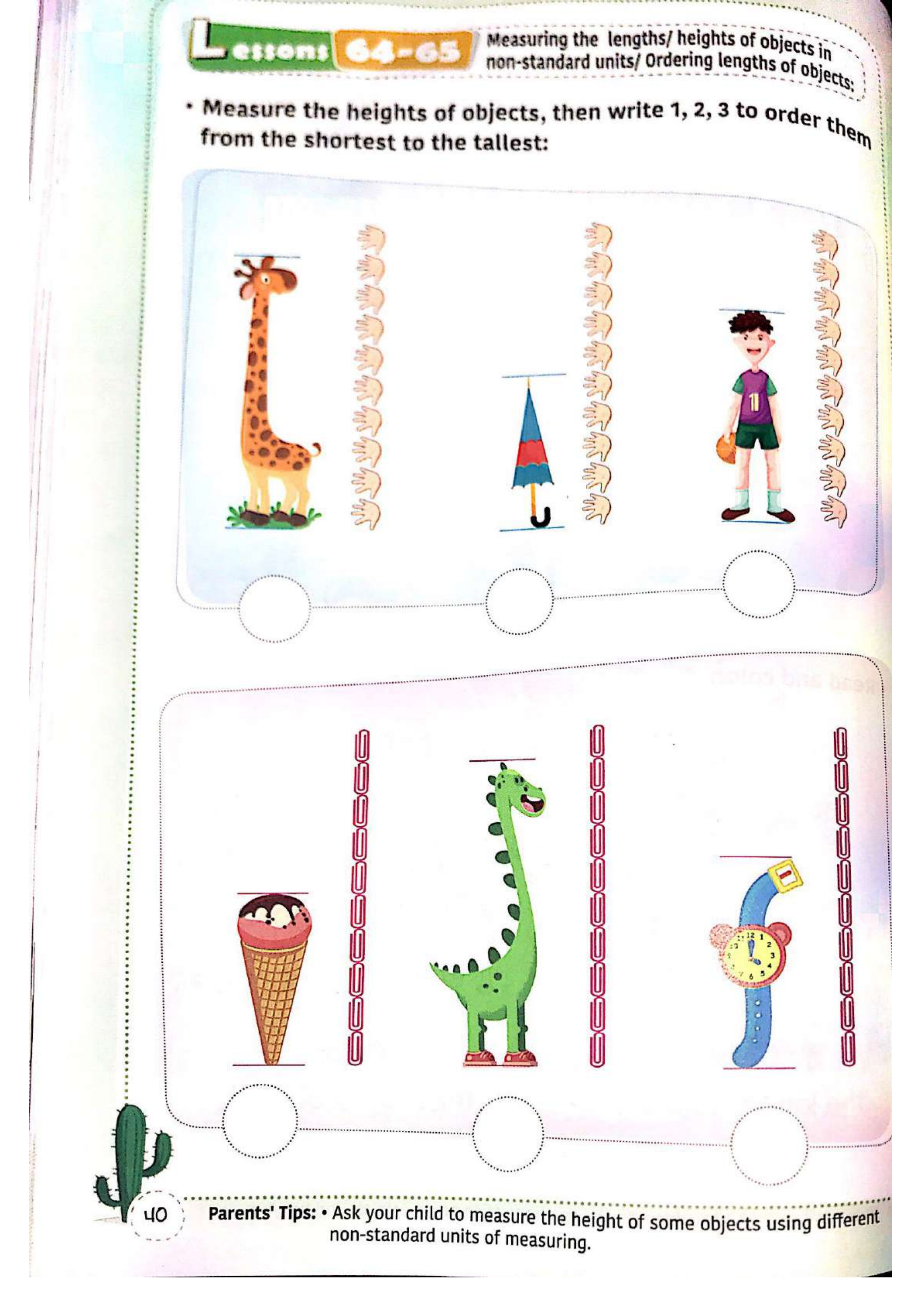
• Read and color:

Color the longer object.

Color the shorter object.

Parents' Tips: • Ask your child to describe the positions of some objects around him/her.

• Measure the heights of objects, then write 1, 2, 3 to order them from the shortest to the tallest:





Parents' Tips: • Ask your child to measure the height of some objects using different non-standard units of measuring.

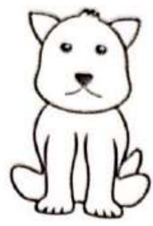
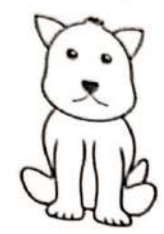
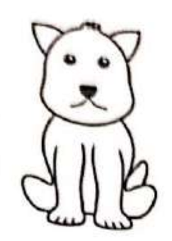
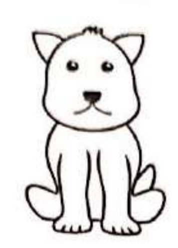



## Ordinal numbers

1. Color the third horse in the row in brown:

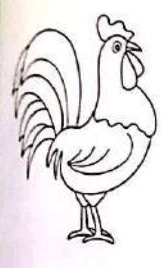
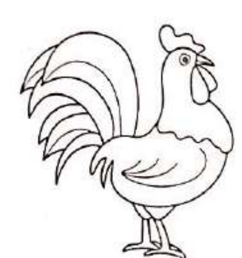
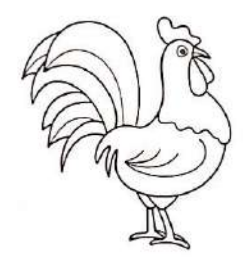
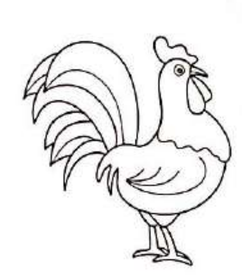
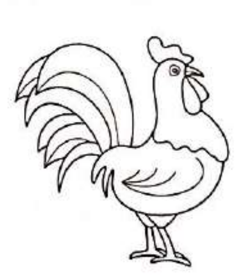

2. Color the first dog in the row in yellow:

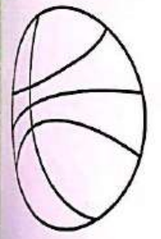
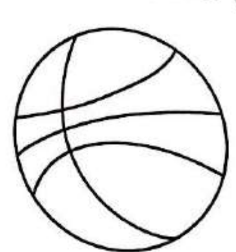
3. Color the second bird in green and the fifth one in red:

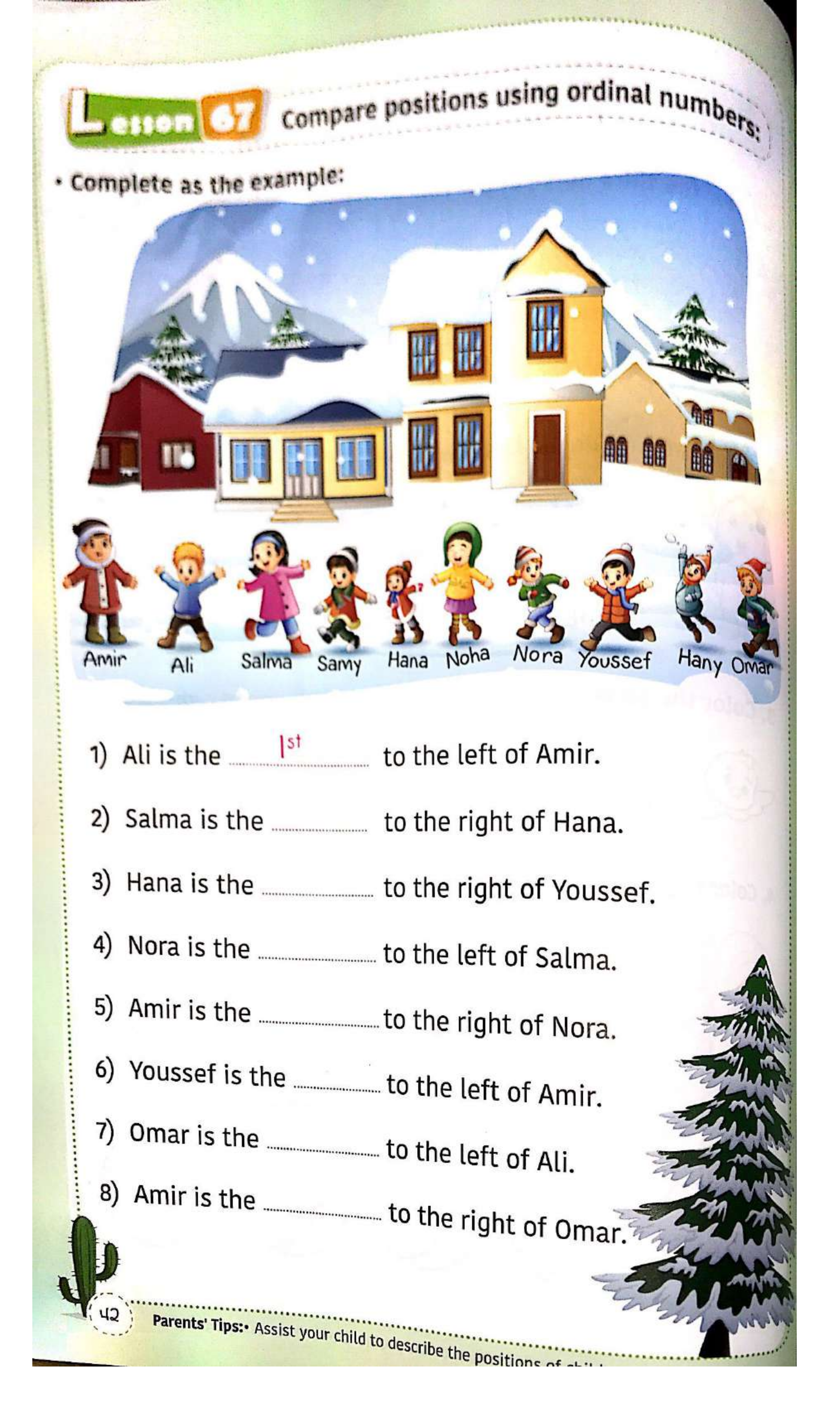
4. Color the third rooster in orange:

5. Color the second ball in red and the fourth ball in green:

Parents' Tips: • Ensure that your child can describe the positions of objects using ordinal numbers.



# Lesson 67 Compare positions using ordinal numbers:

• Complete as the example:



1) Ali is the ....1st.... to the left of Amir.

2) Salma is the .................... to the right of Hana.

3) Hana is the .................... to the right of Youssef.

4) Nora is the .................... to the left of Salma.

5) Amir is the .................... to the right of Nora.

6) Youssef is the .................... to the left of Amir.

7) Omar is the .................... to the left of Ali.

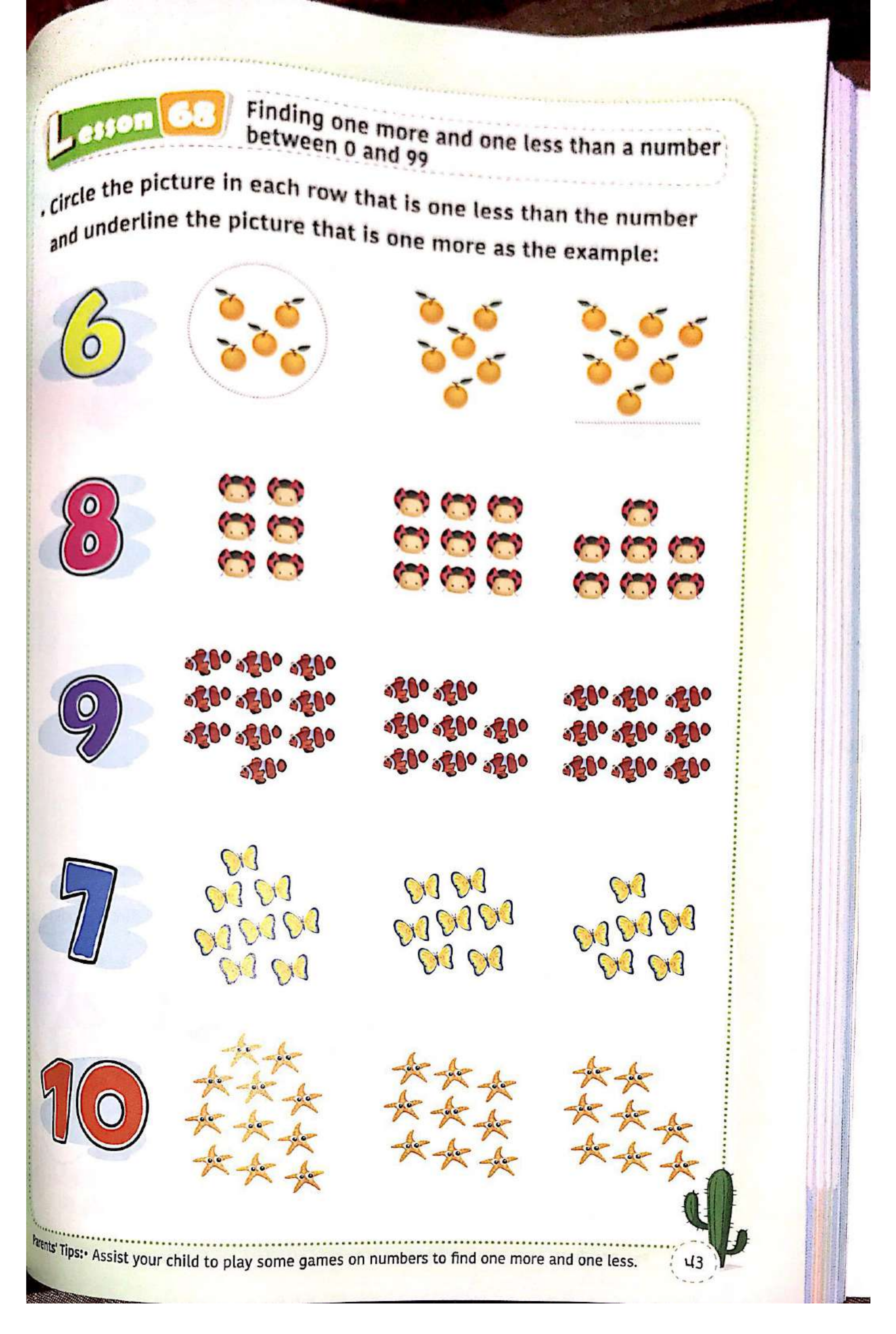
8) Amir is the .................... to the right of Omar.



Parents' Tips:• Assist your child to describe the positions of chil...

## Lesson 68 Finding one more and one less than a number between 0 and 99

• Circle the picture in each row that is one less than the number and underline the picture that is one more as the example:




Parents' Tips:• Assist your child to play some games on numbers to find one more and one less.

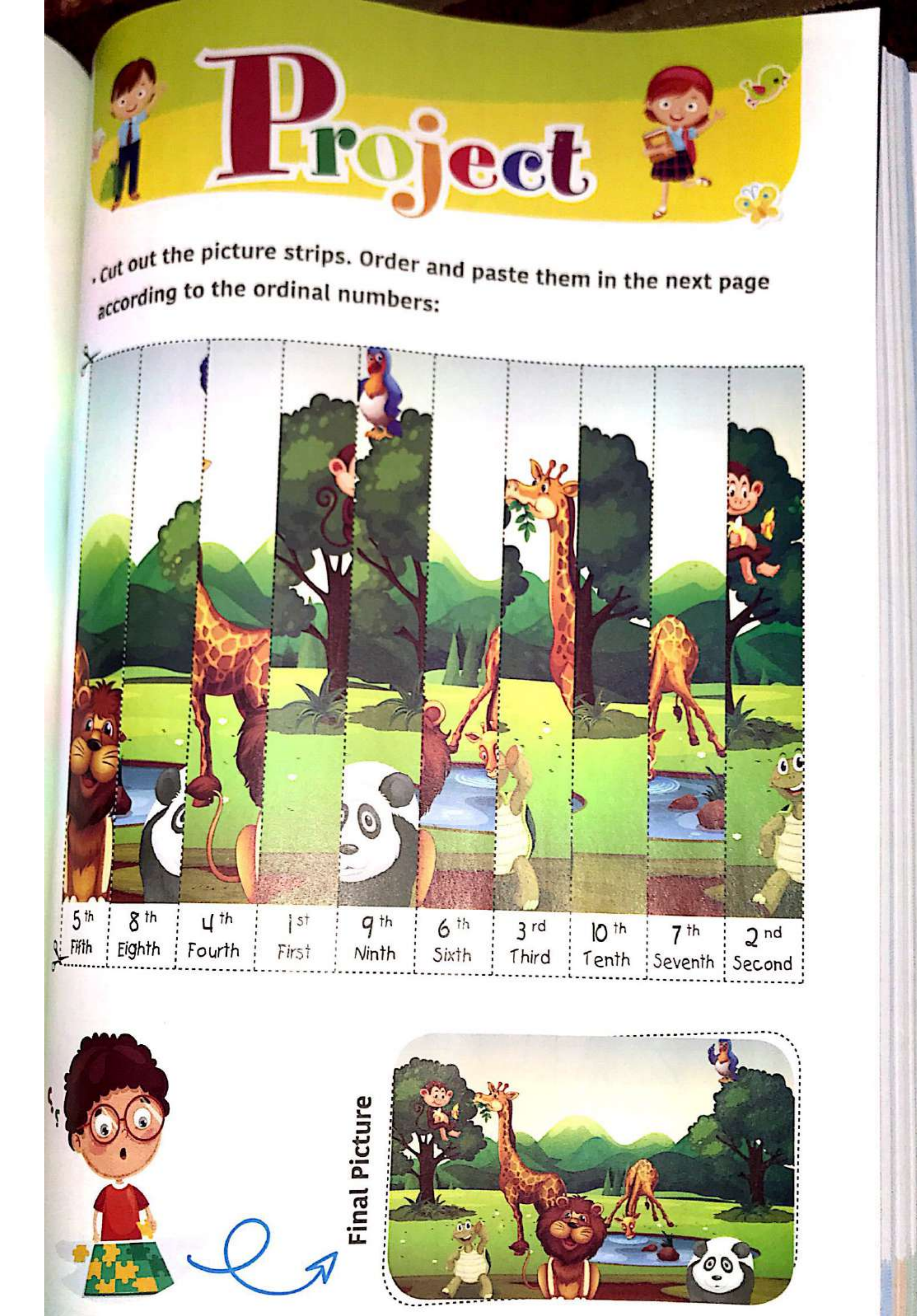
## Lessons 69-70 Money

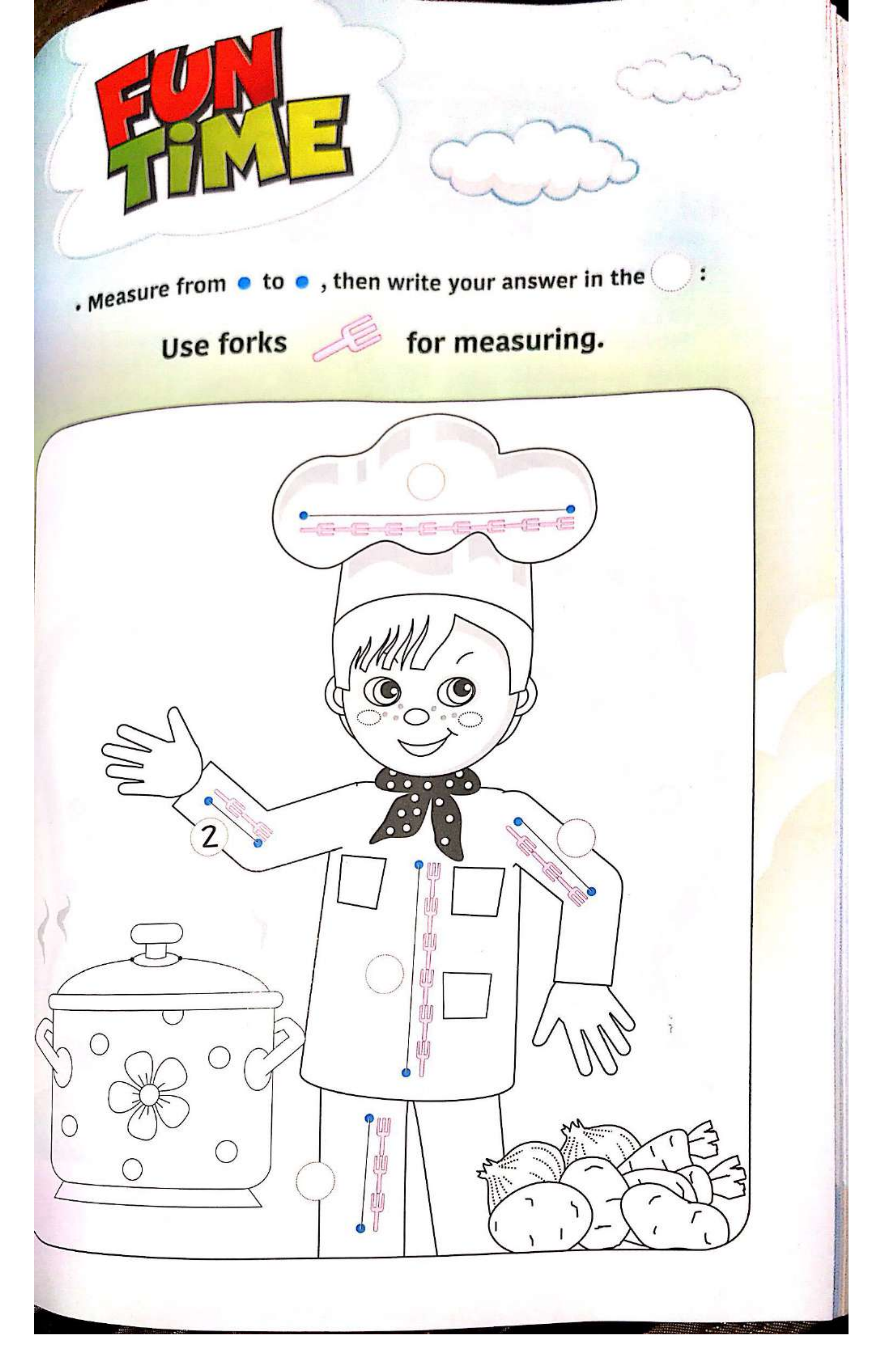
• Tick ( ✓ ) if the amount of money is enough to buy each item and tick ( ✗ ) if the amount isn't enough:

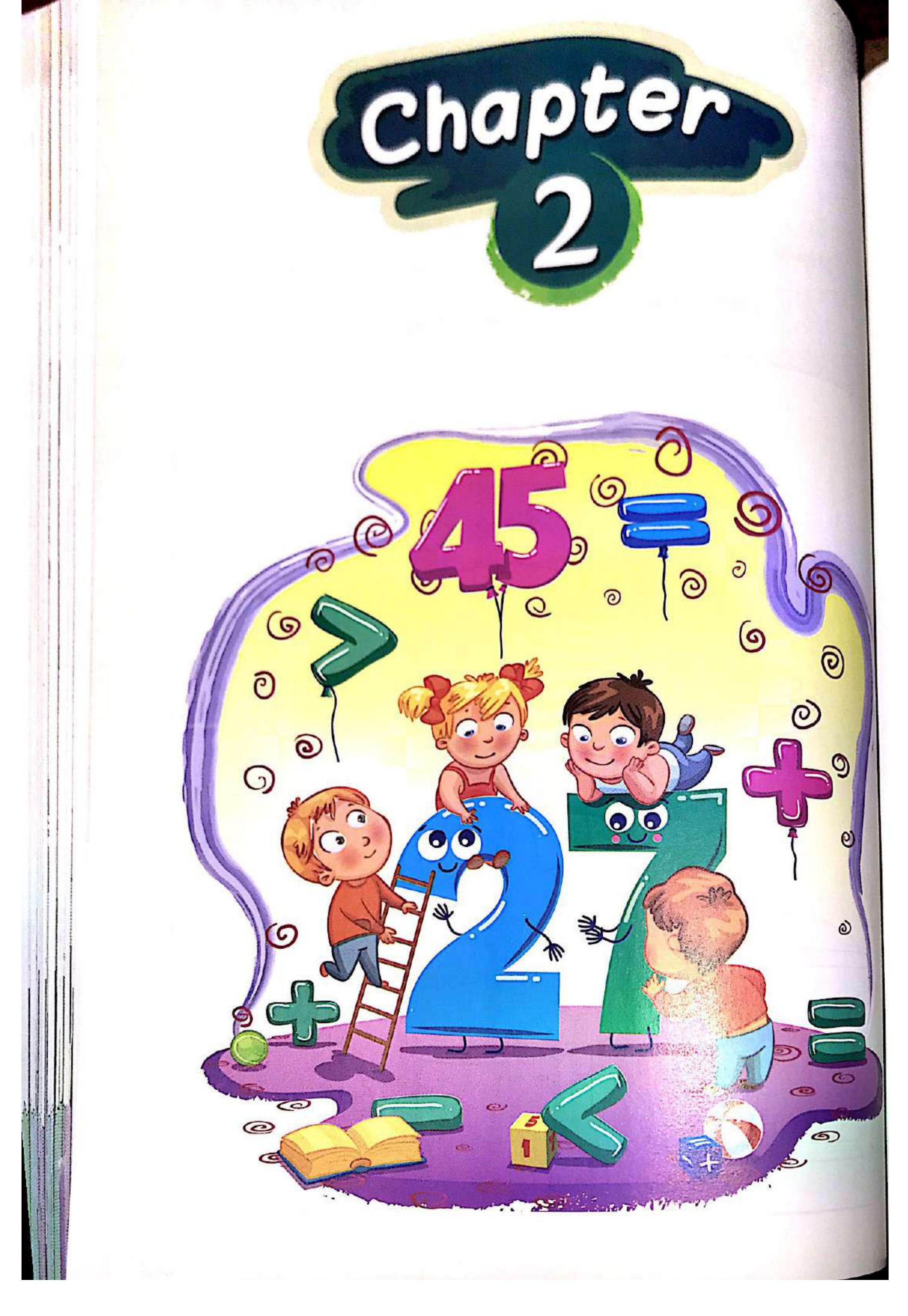


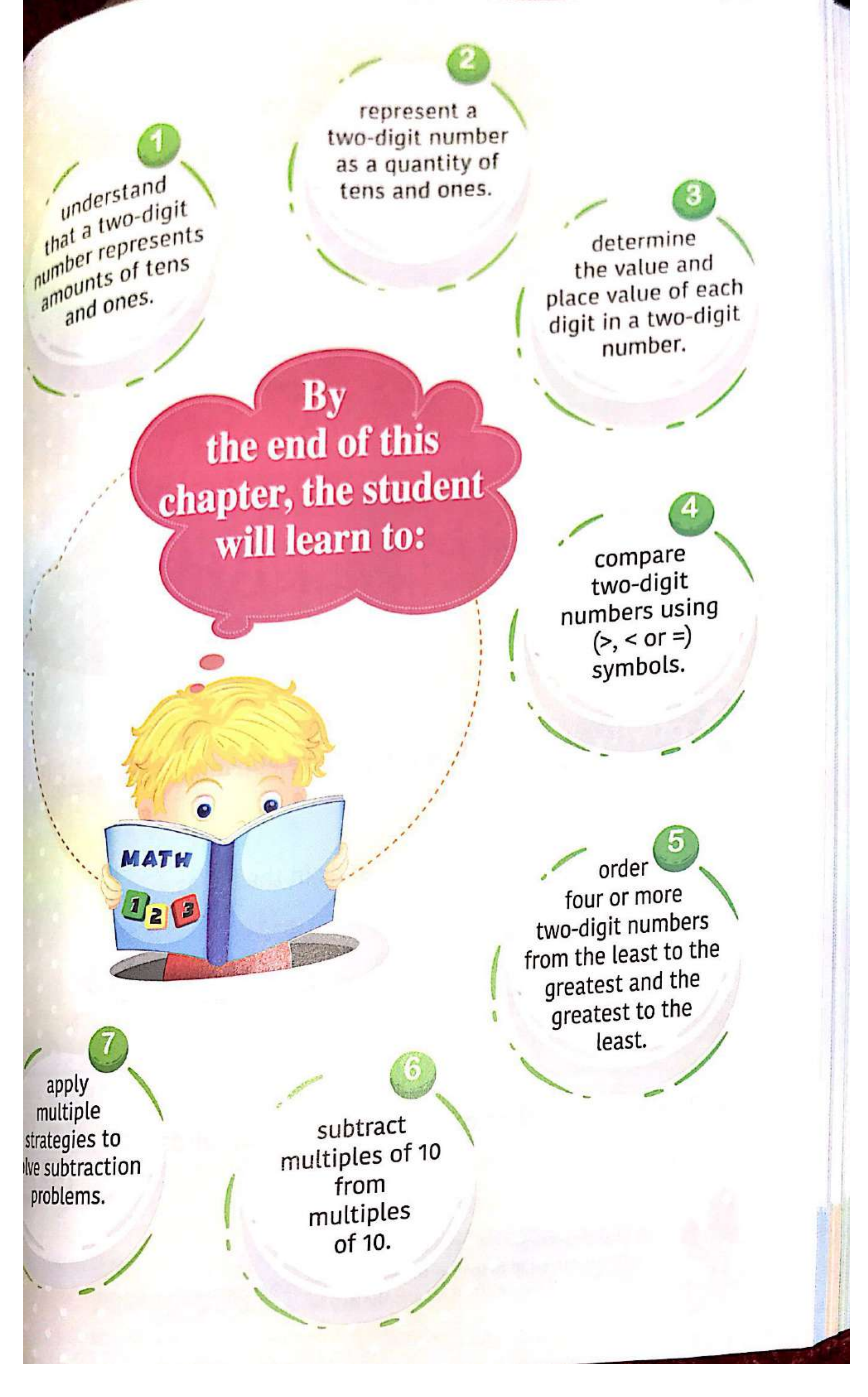


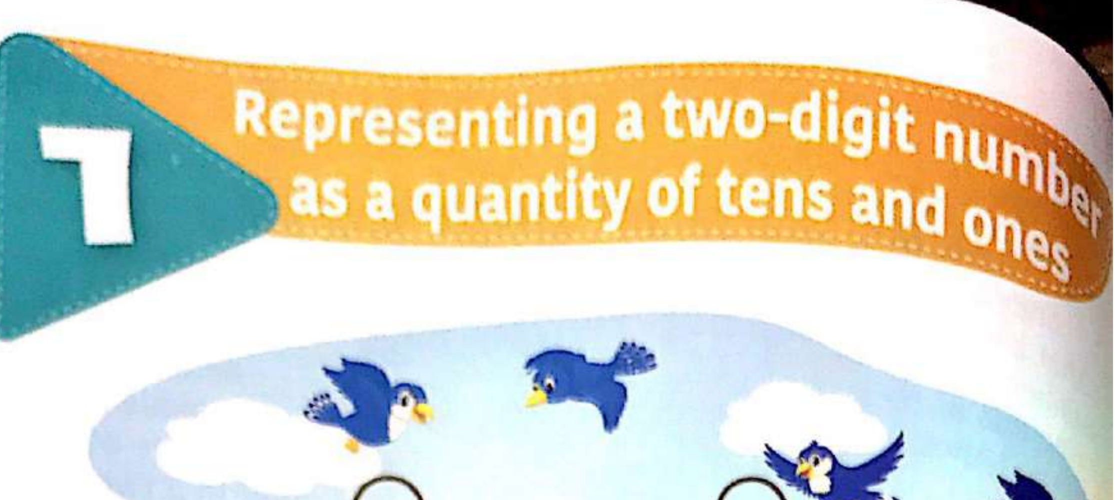

Parents' Tips:• Invite your child to learn how to calculate money for buying some objects.


Project
. Cut out the picture strips. Order and paste them in the next page according to the ordinal numbers:
5 th Fifth
8 th Eighth
4 th Fourth
1 st First
9 th Ninth
6 th Sixth
3 rd Third
10 th Tenth
7 th Seventh
2 nd Second
Final Picture


FUN TIME
• Measure from ● to ●, then write your answer in the ◯ :
Use forks for measuring.
2


Chapter
2


By the end of this chapter, the student will learn to:
1
understand that a two-digit number represents amounts of tens and ones.
2
represent a two-digit number as a quantity of tens and ones.
3
determine the value and place value of each digit in a two-digit number.
4
compare two-digit numbers using (>, < or =) symbols.
5
order four or more two-digit numbers from the least to the greatest and the greatest to the least.
6
subtract multiples of 10 from multiples of 10.
7
apply multiple strategies to lve subtraction problems.
MATH
1 2 3



# 7 Representing a two-digit number as a quantity of tens and ones



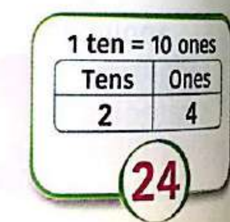



**Notice the picture above and complete:**

- There are ..................  birds in the cages.

- There are ..................  birds out of the cages.

- The total number of birds is .................... birds.



1 ten = 10 ones

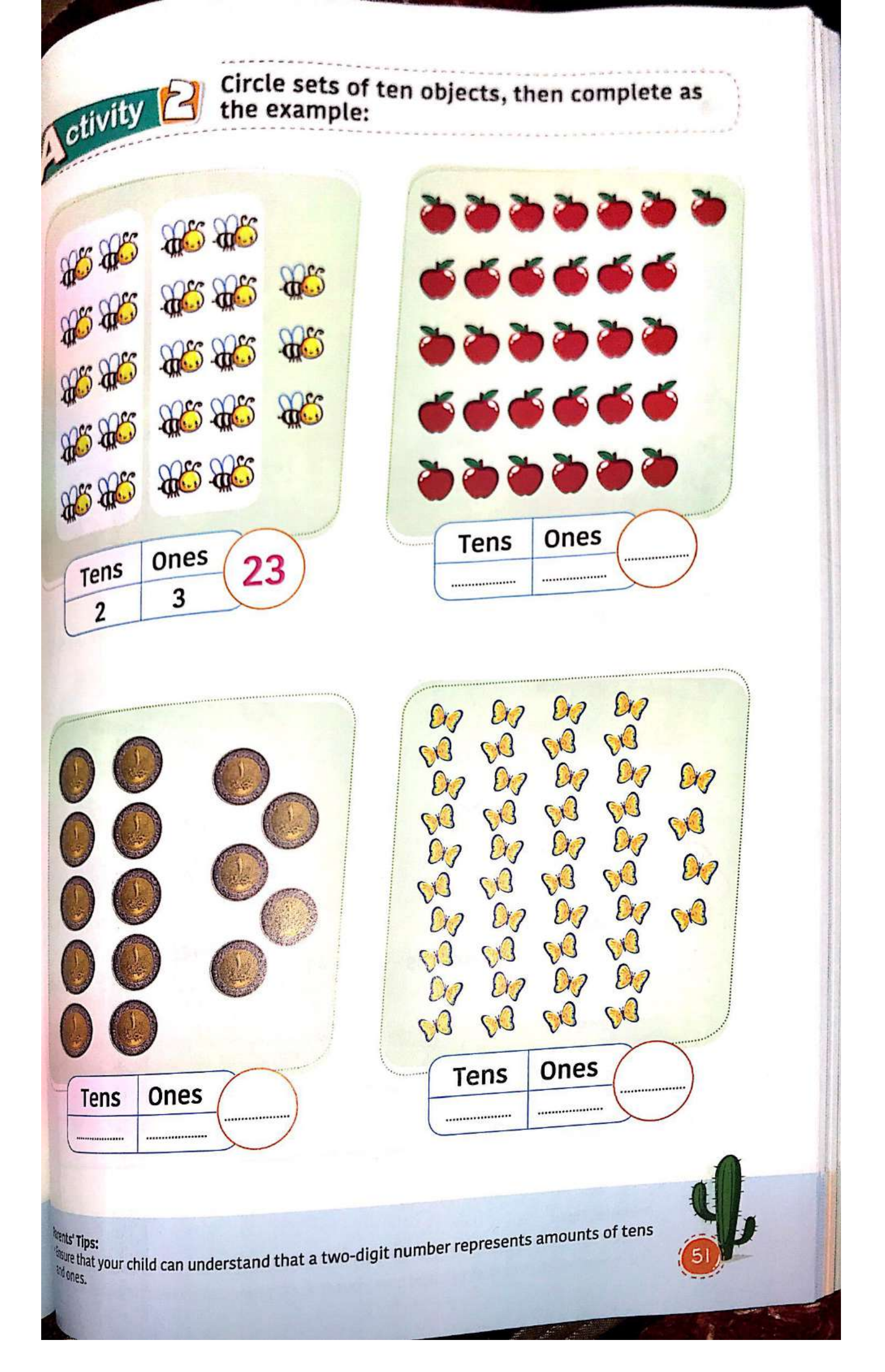
| Tens | Ones |
|---|---|
| 2 | 4 |

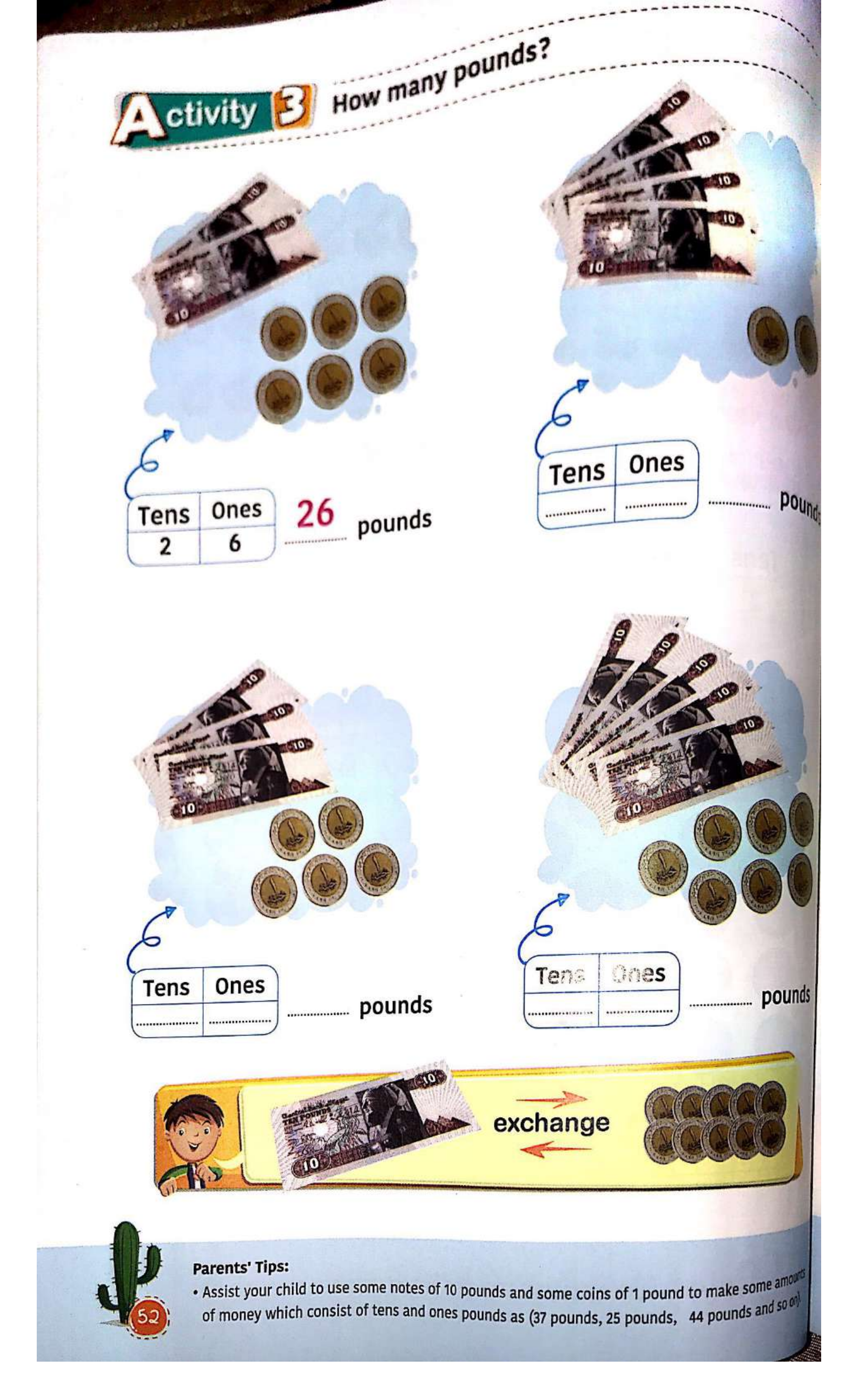
24

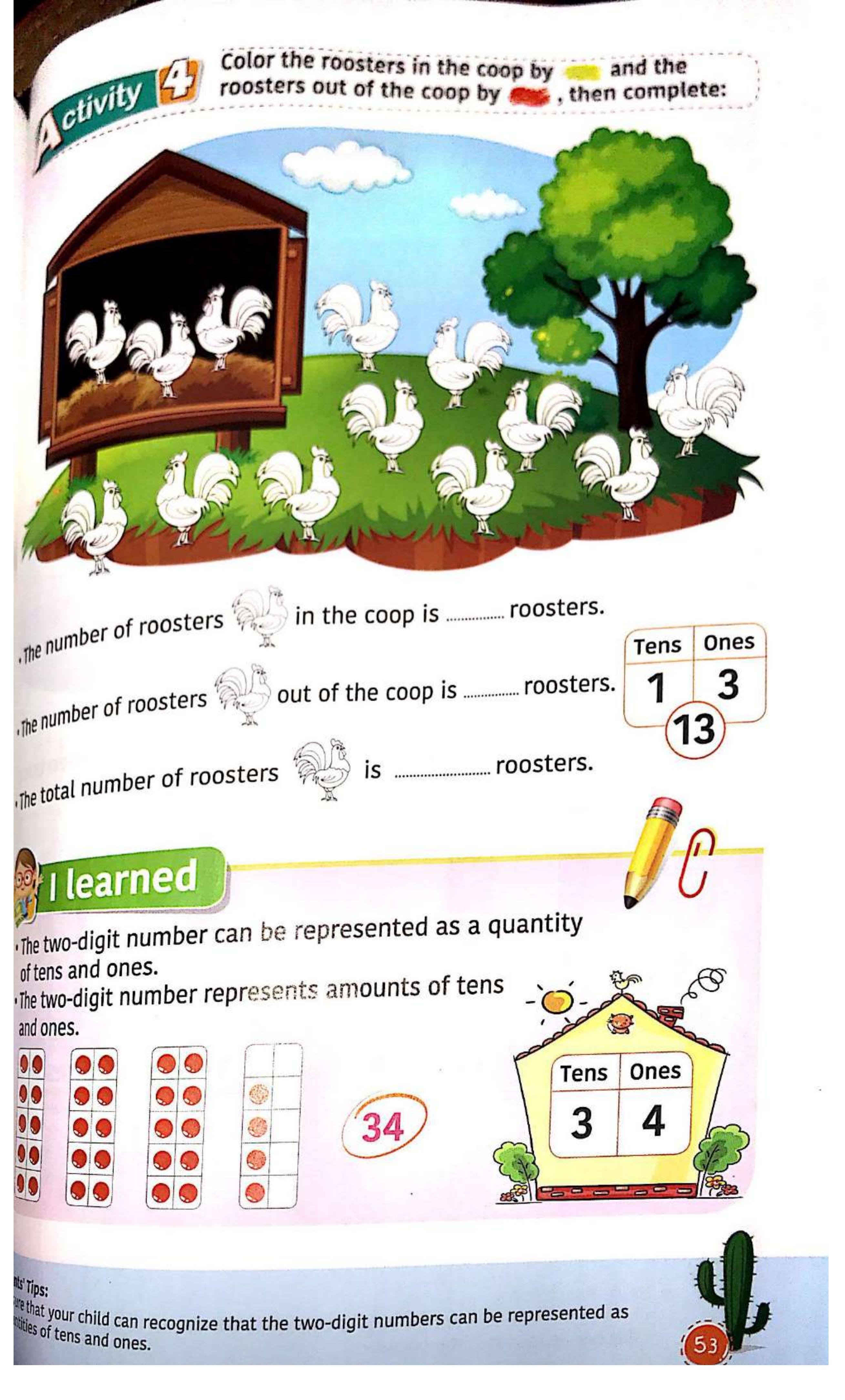
**Daily Practice:**

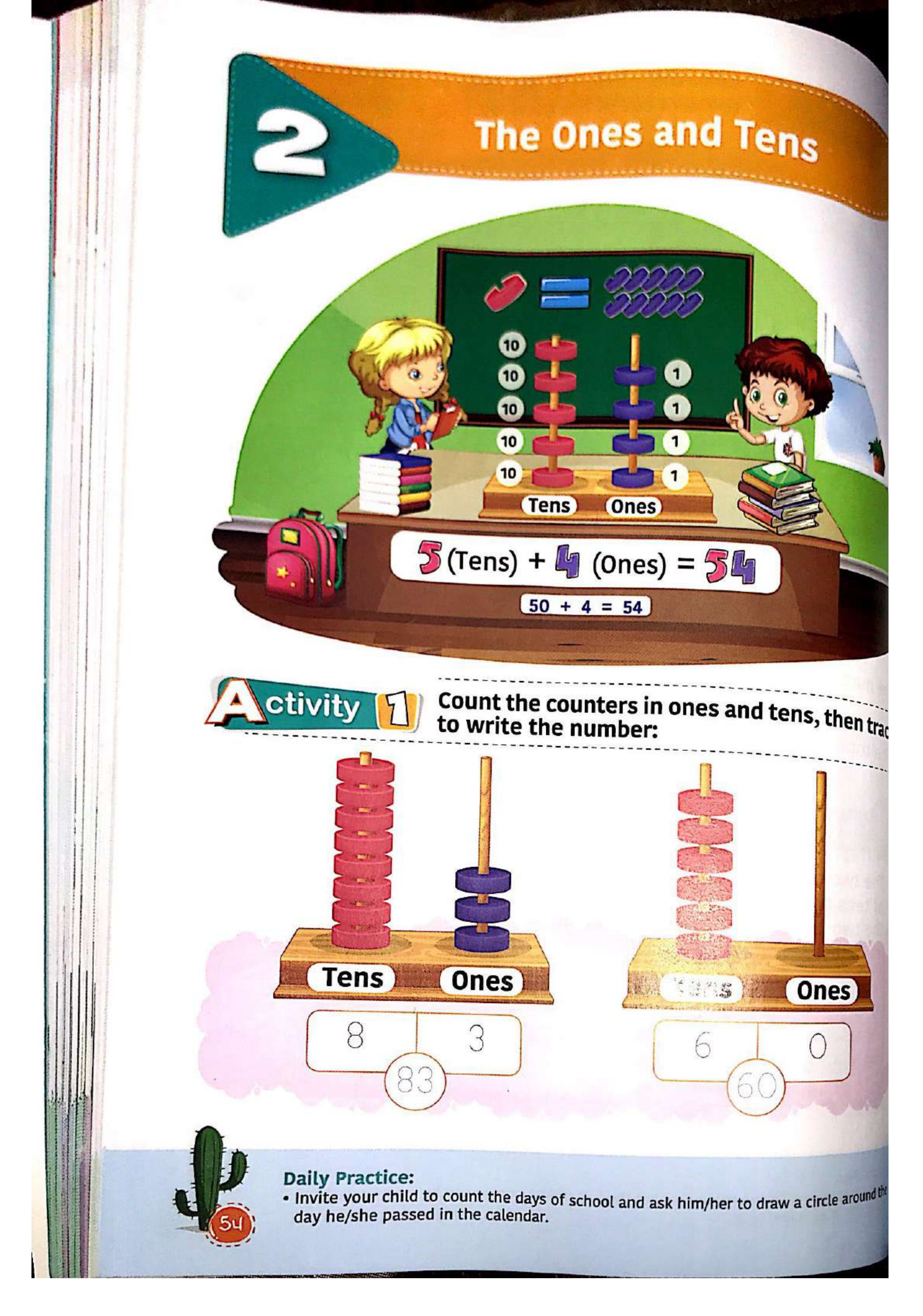
- Invite your child to look at the calendar in his/her room and count days of school, then ask him/her to draw a circle around the day he/she passed in school.

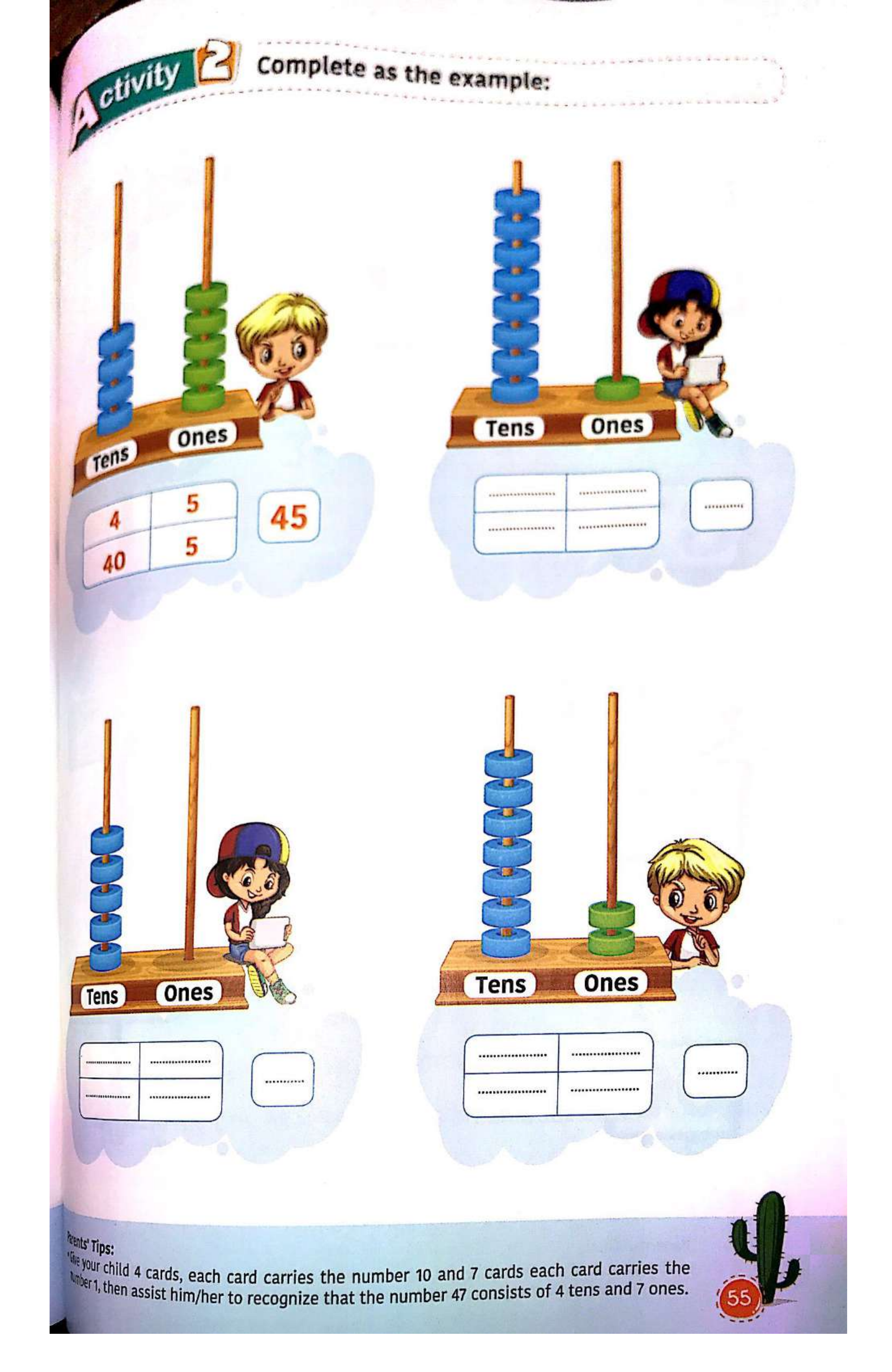



Activity 2
Circle sets of ten objects, then complete as the example:
Tens
Ones
2
3
23
Tens
Ones
Tens
Ones
Tens
Ones
Parents' Tips:
Ensure that your child can understand that a two-digit number represents amounts of tens and ones.
51

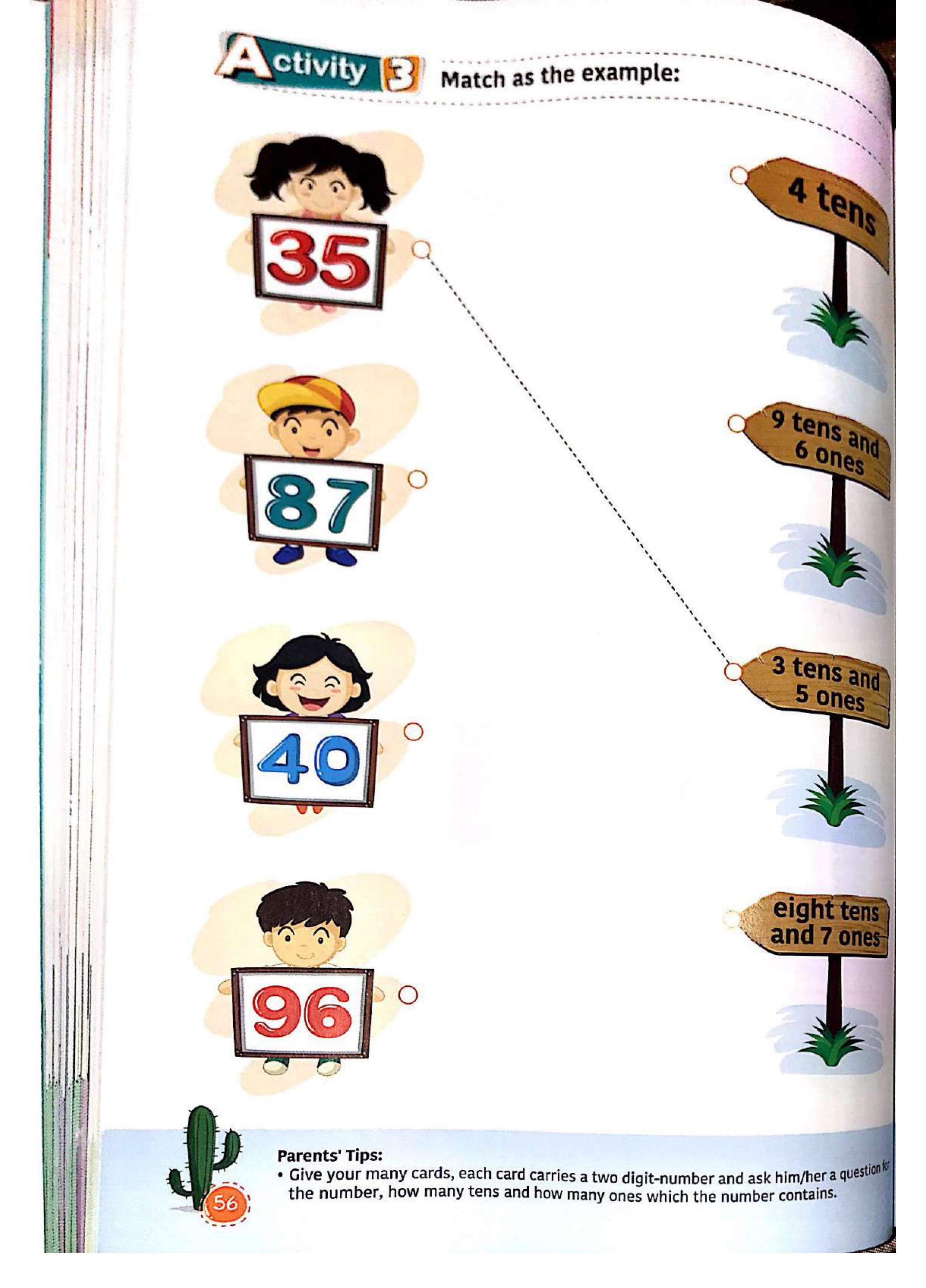

Activity 3 How many pounds?
Tens | Ones
2 | 6
26 pounds
Tens | Ones
........ pounds
Tens | Ones
........ pounds
Tens | Ones
........ pounds
exchange
Parents' Tips:
• Assist your child to use some notes of 10 pounds and some coins of 1 pound to make some amounts of money which consist of tens and ones pounds as (37 pounds, 25 pounds, 44 pounds and so on).
52


Activity 4
Color the roosters in the coop by and the roosters out of the coop by , then complete:
. The number of roosters in the coop is ............ roosters.
. The number of roosters out of the coop is ............ roosters.
. The total number of roosters is ..................... roosters.
Tens
Ones
1
3
13
I learned
. The two-digit number can be represented as a quantity of tens and ones.
. The two-digit number represents amounts of tens and ones.
34
Tens
Ones
3
4
Tips:
that your child can recognize that the two-digit numbers can be represented as
of tens and ones.
53


2
The Ones and Tens
10
10
10
10
10
1
1
1
1
Tens
Ones
5 (Tens) + 4 (Ones) = 54
50 + 4 = 54
Activity 1
Count the counters in ones and tens, then trac
to write the number:
Tens
Ones
8
3
83
Ones
6
0
60
Daily Practice:
• Invite your child to count the days of school and ask him/her to draw a circle around the
day he/she passed in the calendar.
54

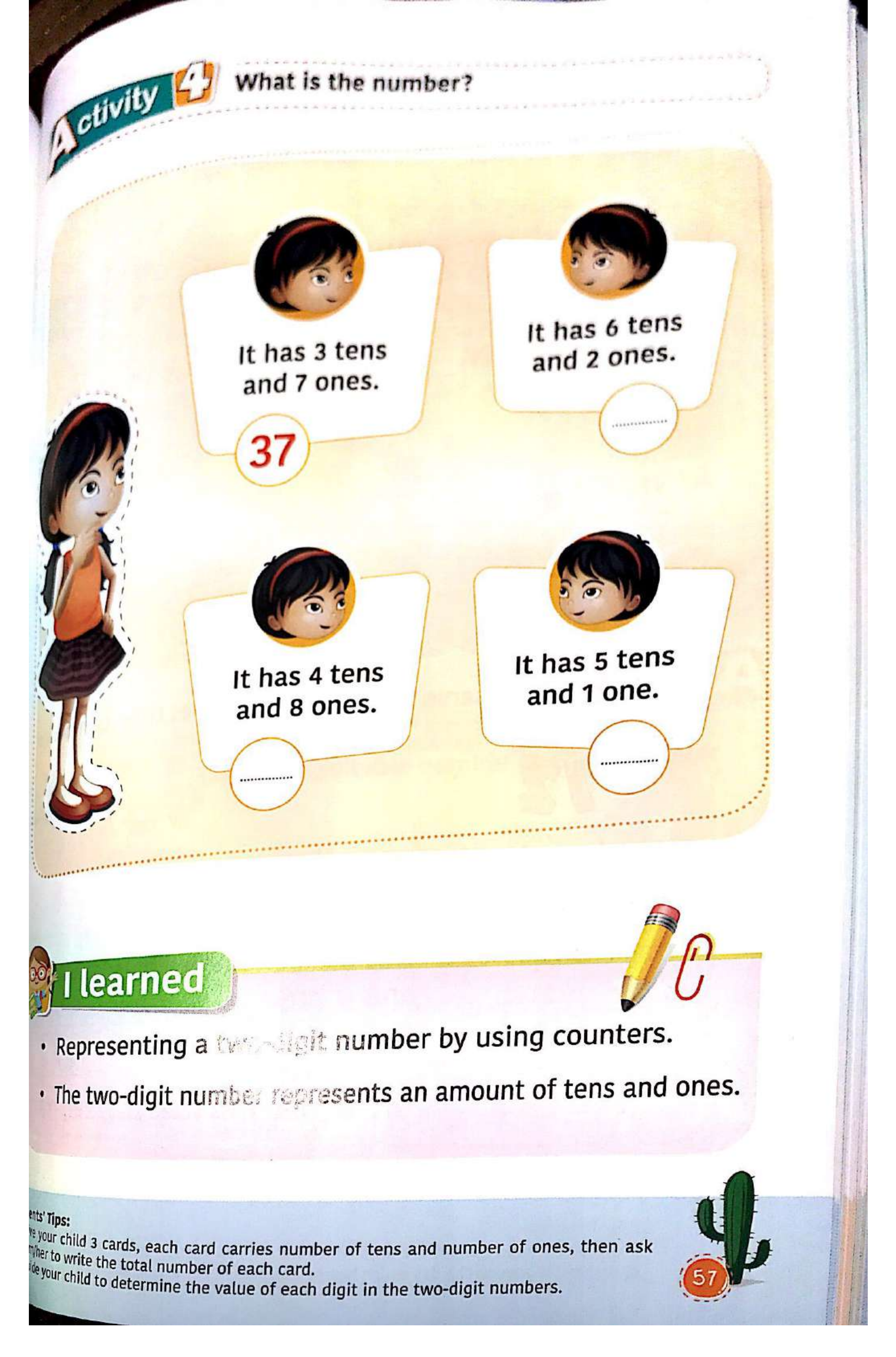

Activity 2
Complete as the example:
Tens
Ones
4
5
40
5
45
Tens
Ones
Tens
Ones
Tens
Ones
ents' Tips:
e your child 4 cards, each card carries the number 10 and 7 cards each card carries the
mber 1, then assist him/her to recognize that the number 47 consists of 4 tens and 7 ones.
55

## Activity 3 Match as the example:




**Parents' Tips:**

- Give your many cards, each card carries a two digit-number and ask him/her a question for the number, how many tens and how many ones which the number contains.


Activity 4
What is the number?
It has 3 tens
and 7 ones.
37
It has 6 tens
and 2 ones.
..................
It has 4 tens
and 8 ones.
..................
It has 5 tens
and 1 one.
..................
I learned
• Representing a two-digit number by using counters.
• The two-digit number represents an amount of tens and ones.
ents' Tips:
e your child 3 cards, each card carries number of tens and number of ones, then ask
m/her to write the total number of each card.
ide your child to determine the value of each digit in the two-digit numbers.
57

# 3 Place Value

IN THE NUMBER 43

MY PLACE VALUE IS TENS

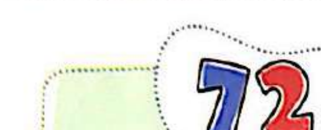
MY PLACE VALUE IS ONES

MY VALUE IS 40

MY VALUE IS 3

## Activity 1

**Observe the previous picture, then complete:**




- The place value of digit 7 is ..................... and its value is ..........
- The place value of the digit 2 is ................ and its value is ..............

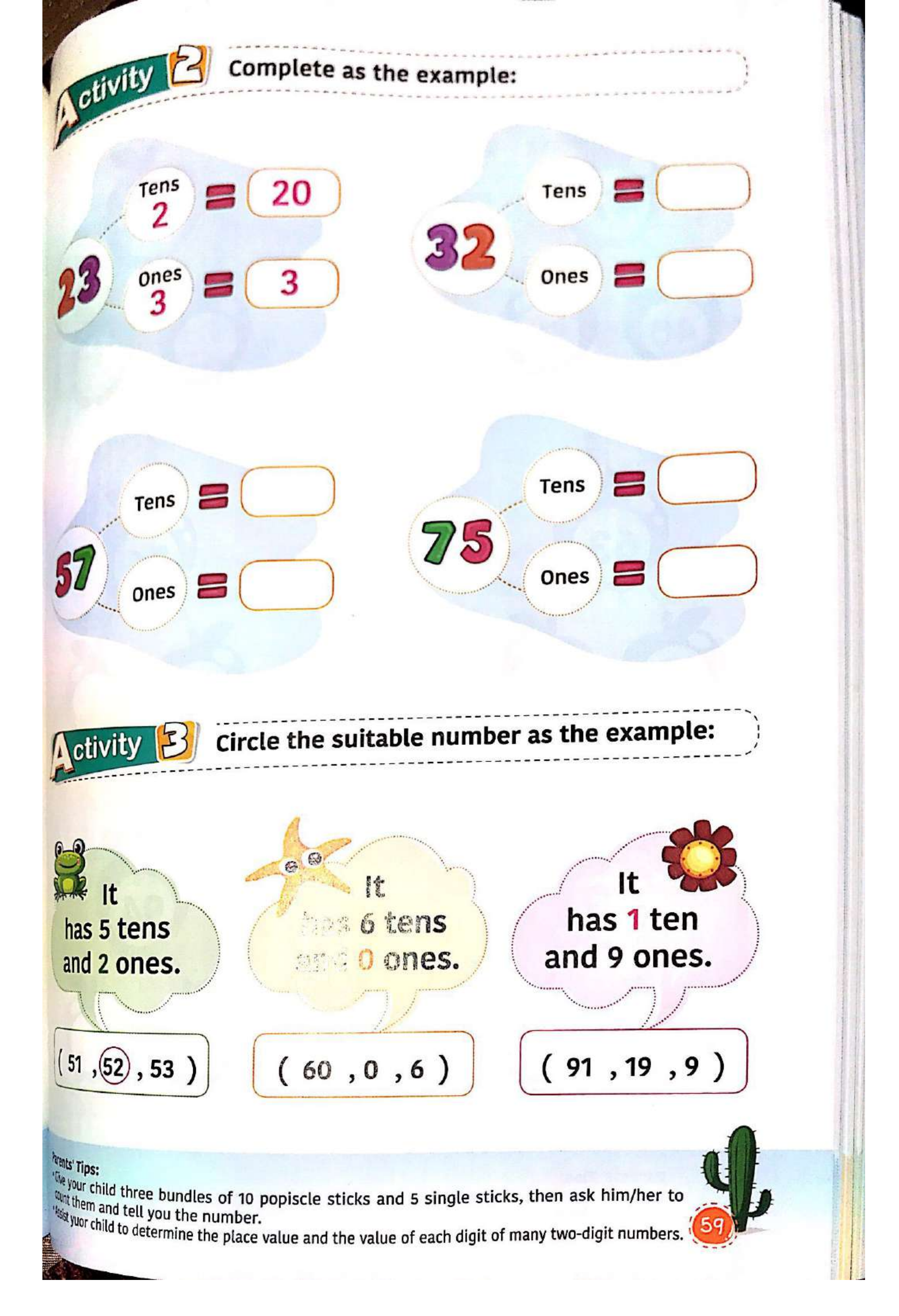



- The place value of digit 9 is ..................... and its value is ..........
- The place value of the digit 0 is ................ and its value is ..............



**Daily Practice:**

- Invite your child to count the days which he/she has been in school and ask him/her to draw a circle around the day which he/she has passed in the calendar.



## Activity 2 Complete as the example:

23: Tens 2 = 20, Ones 3 = 3

32: Tens = ______, Ones = ______

57: Tens = ______, Ones = ______

75: Tens = ______, Ones = ______

## Activity 3 Circle the suitable number as the example:

It has 5 tens and 2 ones.
( 51 , (52) , 53 )

It has 6 tens and 0 ones.
( 60 , 0 , 6 )

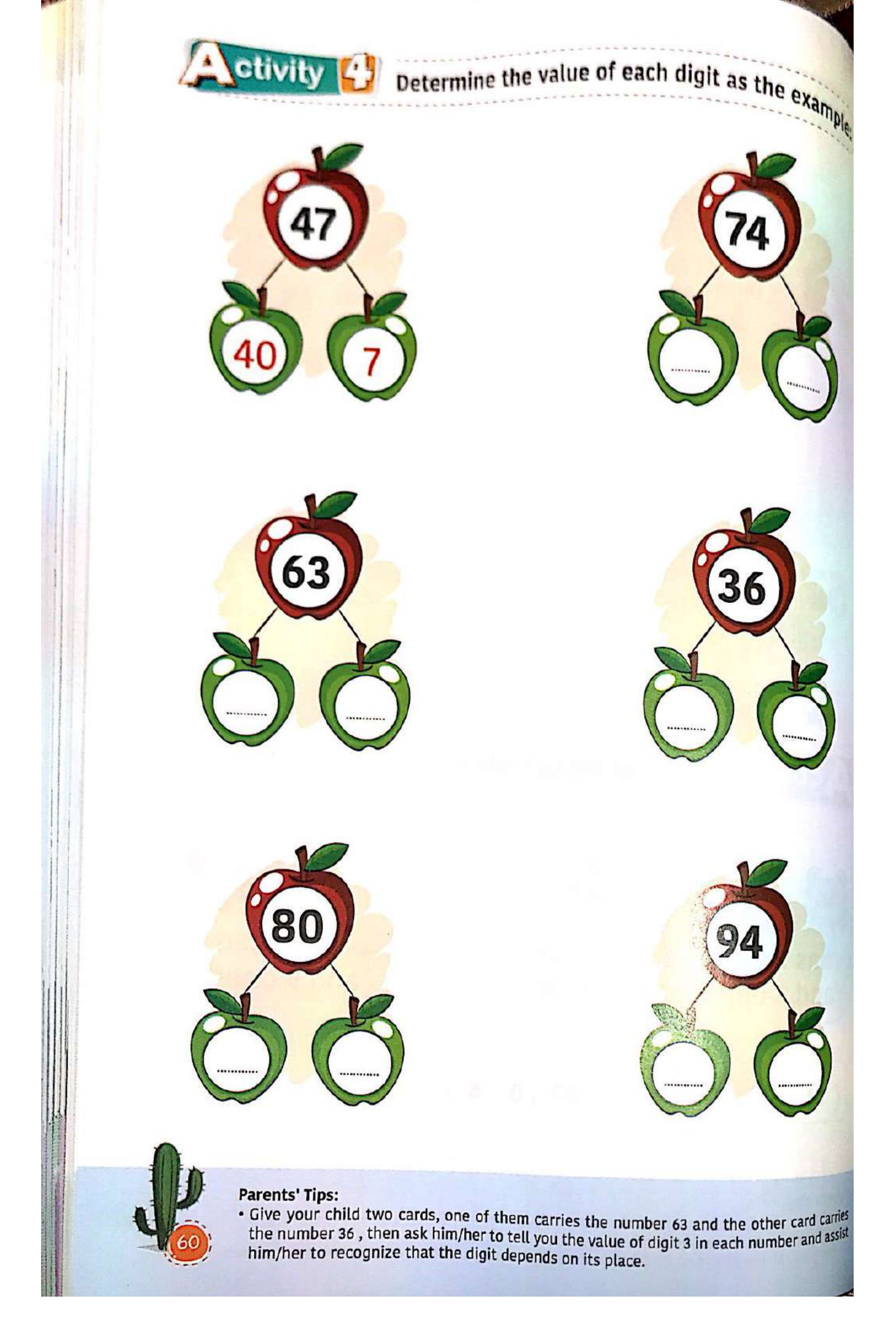
It has 1 ten and 9 ones.
( 91 , 19 , 9 )

**Parents' Tips:**

- Give your child three bundles of 10 popiscle sticks and 5 single sticks, then ask him/her to count them and tell you the number.
- Assist yuor child to determine the place value and the value of each digit of many two-digit numbers.

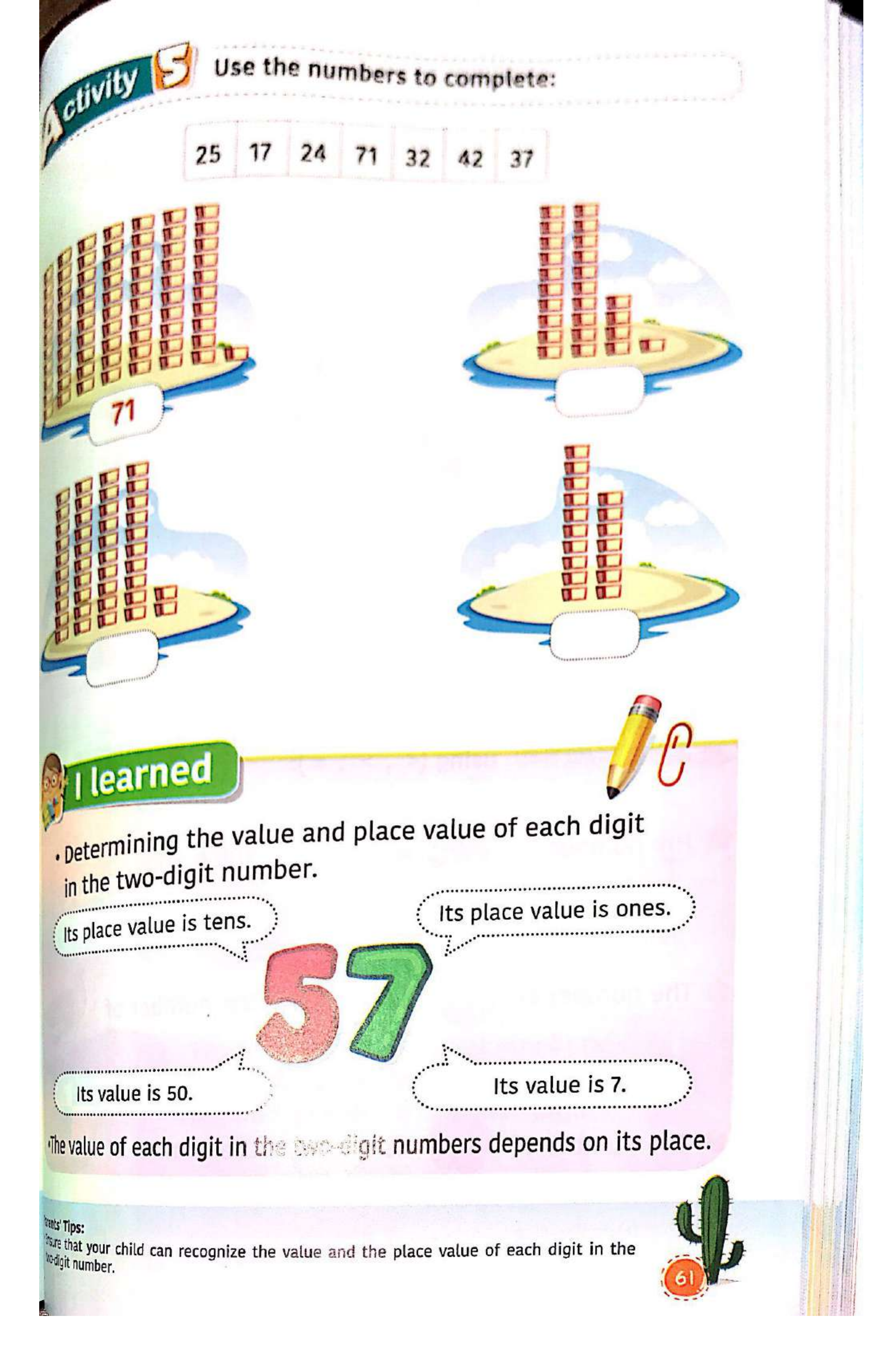
## Activity 4

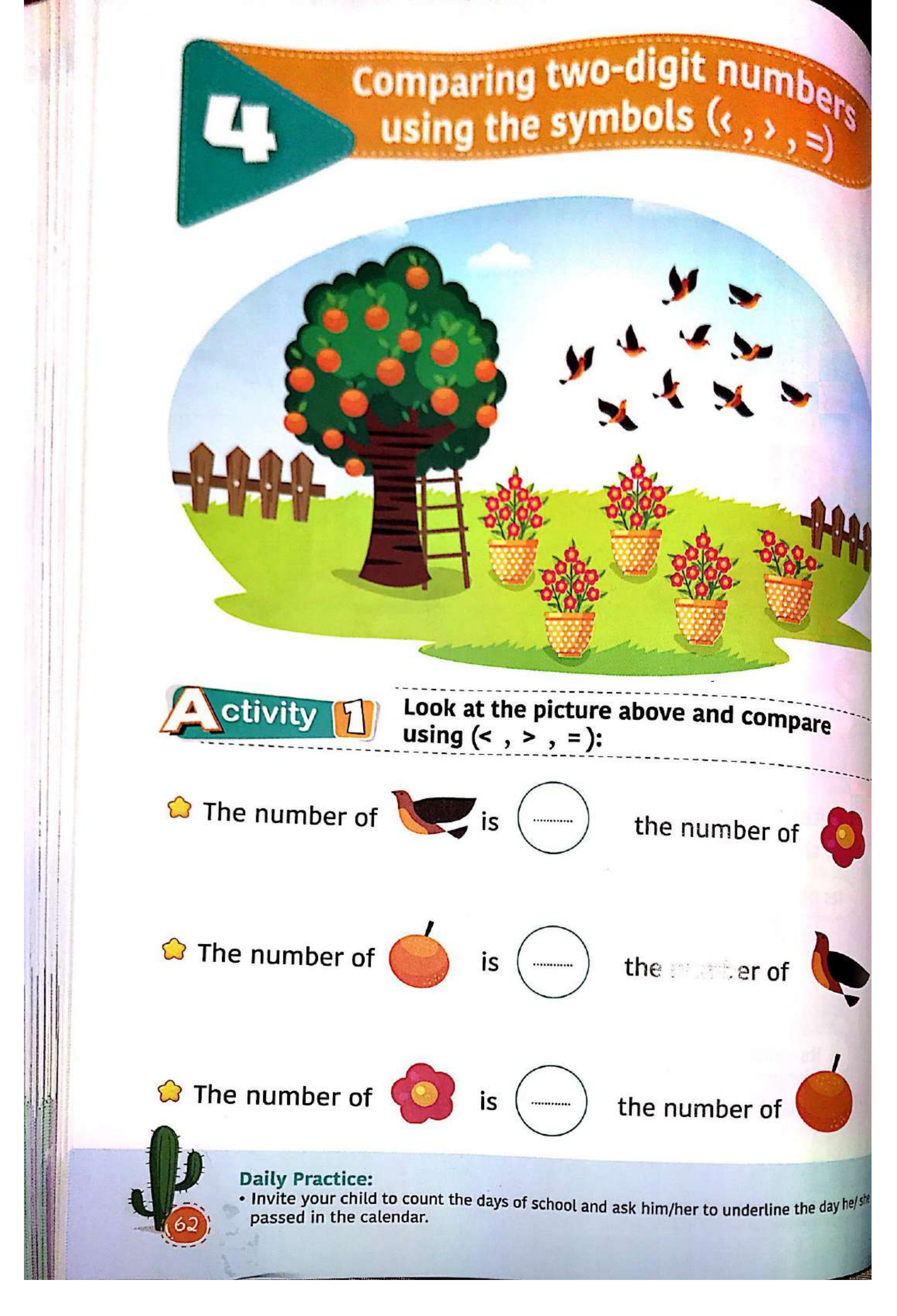
Determine the value of each digit as the example:




**Parents' Tips:**

- Give your child two cards, one of them carries the number 63 and the other card carries the number 36 , then ask him/her to tell you the value of digit 3 in each number and assist him/her to recognize that the digit depends on its place.


Activity 5
Use the numbers to complete:
25 17 24 71 32 42 37
71
I learned
• Determining the value and place value of each digit in the two-digit number.
Its place value is tens.
Its place value is ones.
57
Its value is 50.
Its value is 7.
•The value of each digit in the two-digit numbers depends on its place.
Tips:
that your child can recognize the value and the place value of each digit in the
number.
61



# 4 Comparing two-digit numbers using the symbols (< , > , =)

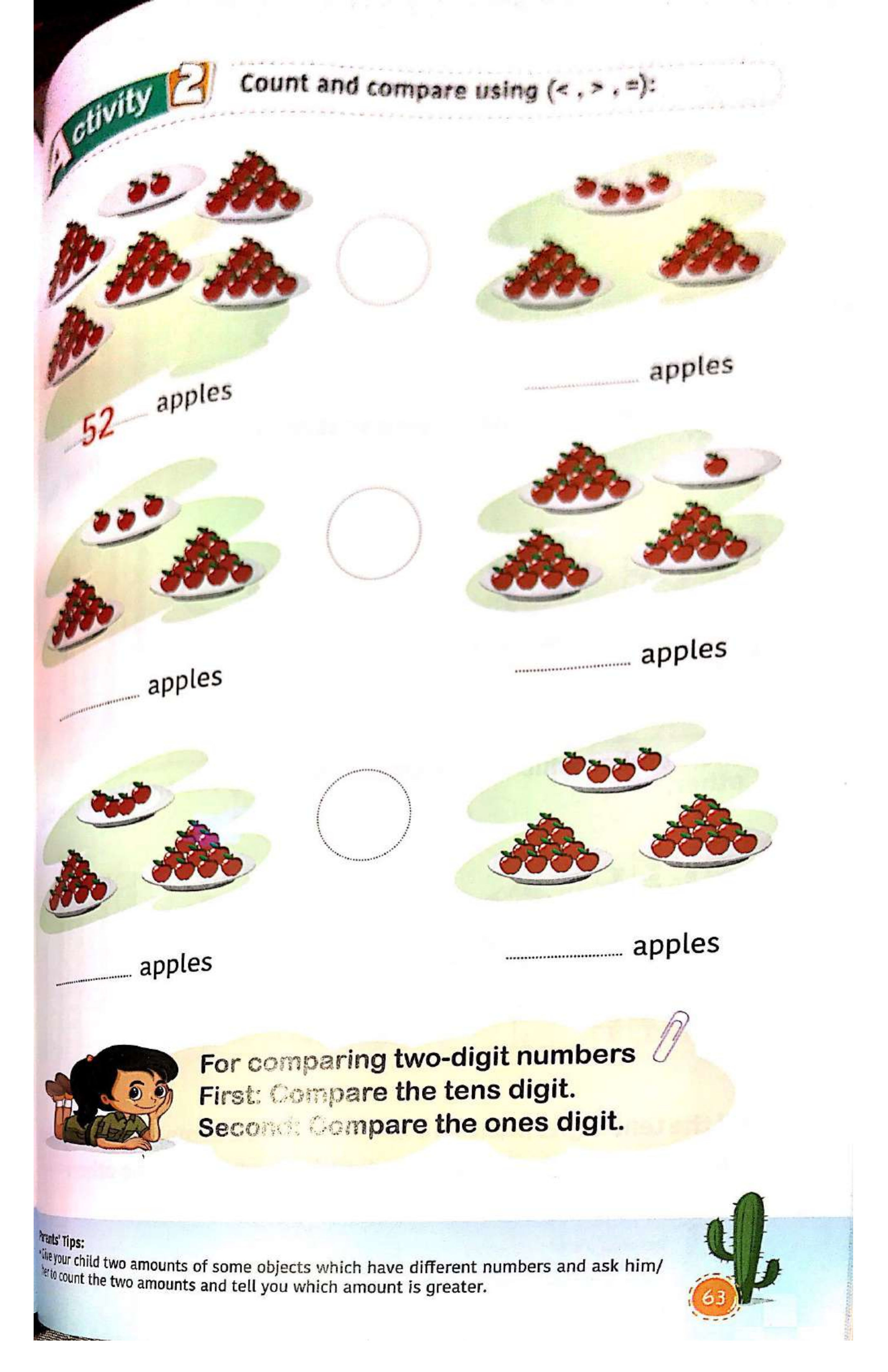
## Activity 1

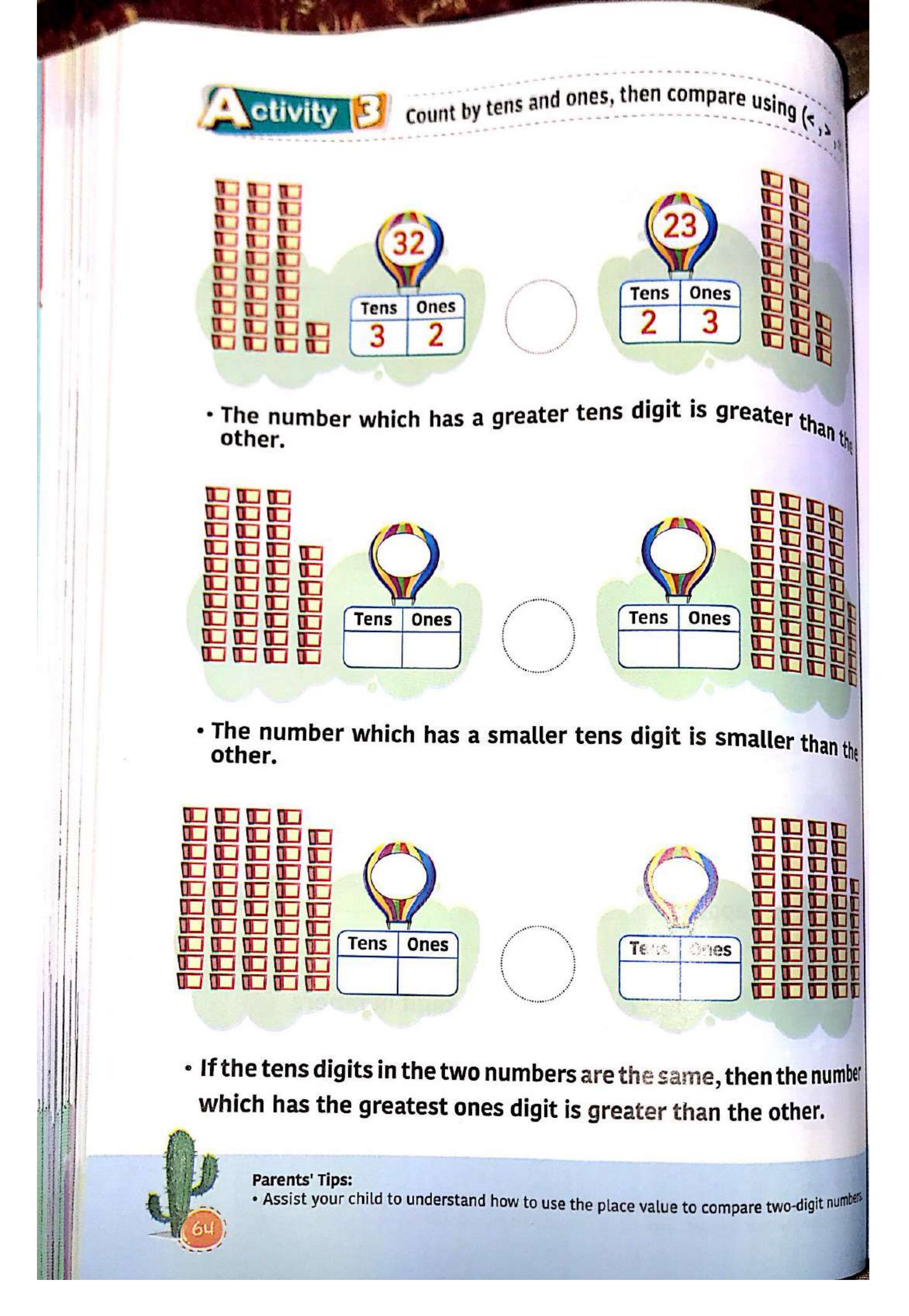
Look at the picture above and compare using (< , > , = ):

- The number of [bird] is ( ........ ) the number of [flower]
- The number of [orange] is ( ........ ) the [illegible]er of [bird]
- The number of [flower] is ( ........ ) the number of [orange]

**Daily Practice:**

- Invite your child to count the days of school and ask him/her to underline the day he/ she passed in the calendar.


Activity 2
Count and compare using (< , > , =):
52 apples
apples
apples
apples
apples
apples
For comparing two-digit numbers
First: Compare the tens digit.
Second: Compare the ones digit.
Parents' Tips:
• Give your child two amounts of some objects which have different numbers and ask him/her to count the two amounts and tell you which amount is greater.
63



## Activity 3

Count by tens and ones, then compare using (<, >

**32**

| Tens | Ones |
| --- | --- |
| 3 | 2 |

**23**

| Tens | Ones |
| --- | --- |
| 2 | 3 |

- The number which has a greater tens digit is greater than the other.

| Tens | Ones |
| --- | --- |
|  |  |

| Tens | Ones |
| --- | --- |
|  |  |

- The number which has a smaller tens digit is smaller than the other.

| Tens | Ones |
| --- | --- |
|  |  |

| Tens | Ones |
| --- | --- |
|  |  |

- If the tens digits in the two numbers are the same, then the number which has the greatest ones digit is greater than the other.

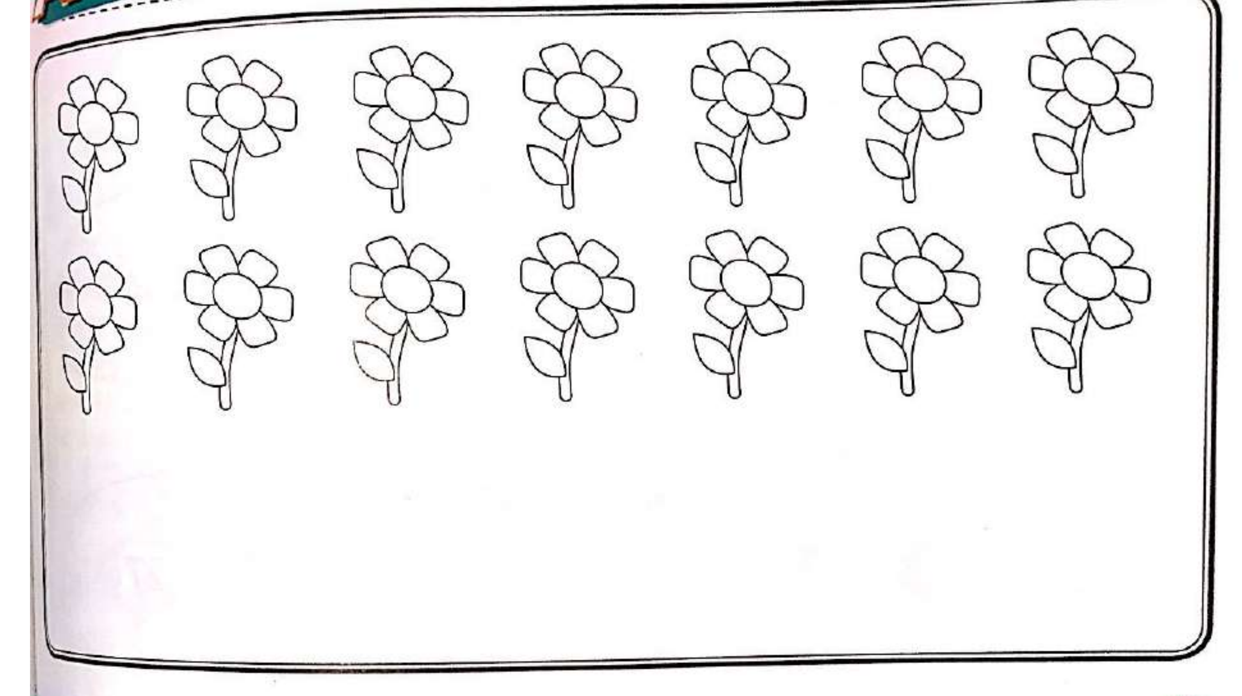
**Parents' Tips:**

- Assist your child to understand how to use the place value to compare two-digit numbers.

Activity 4 Draw the number of bananas that is 10 more than drawn bananas:



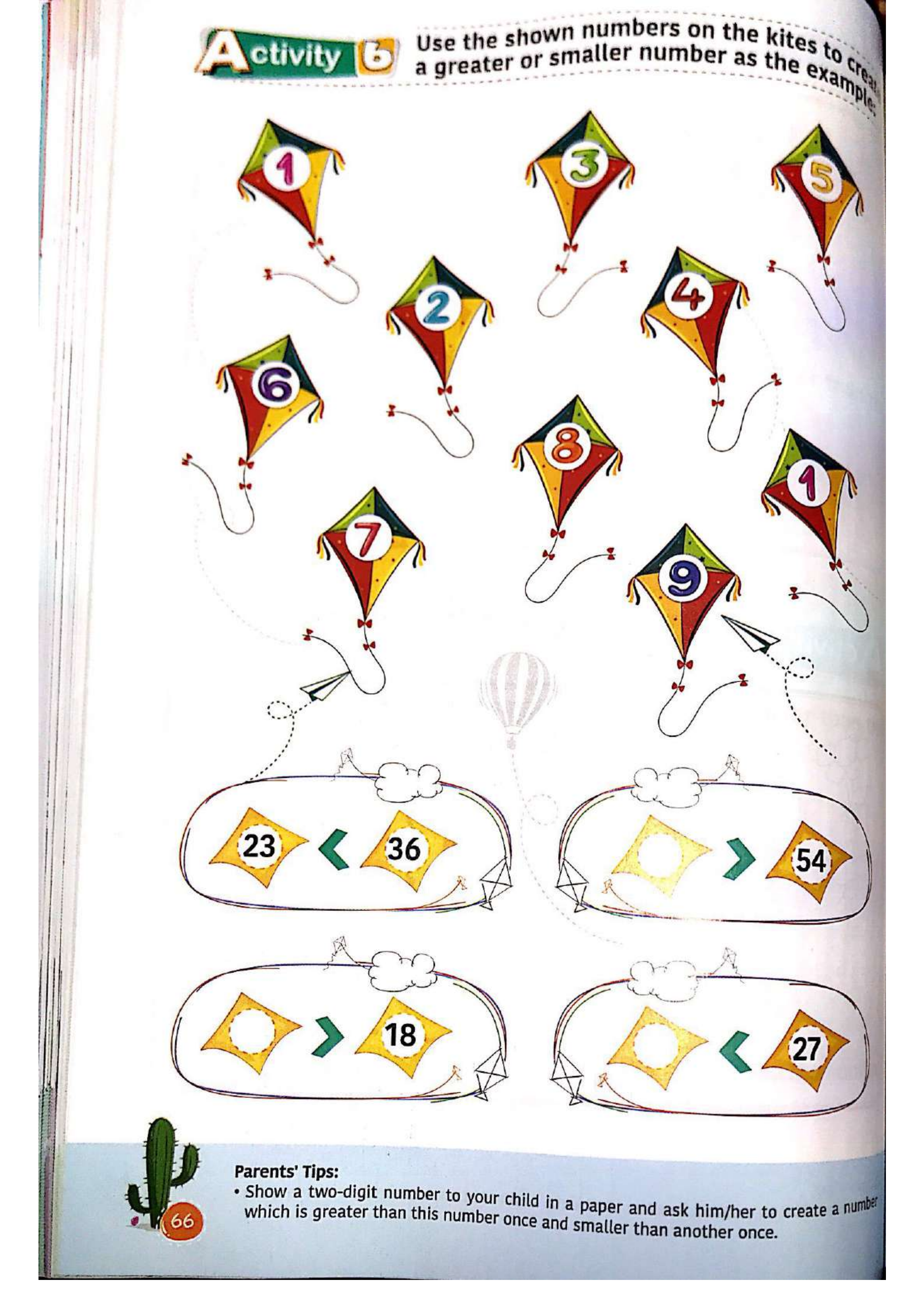
Activity 5 Draw the number of flowers that is 10 less than drawn flowers:

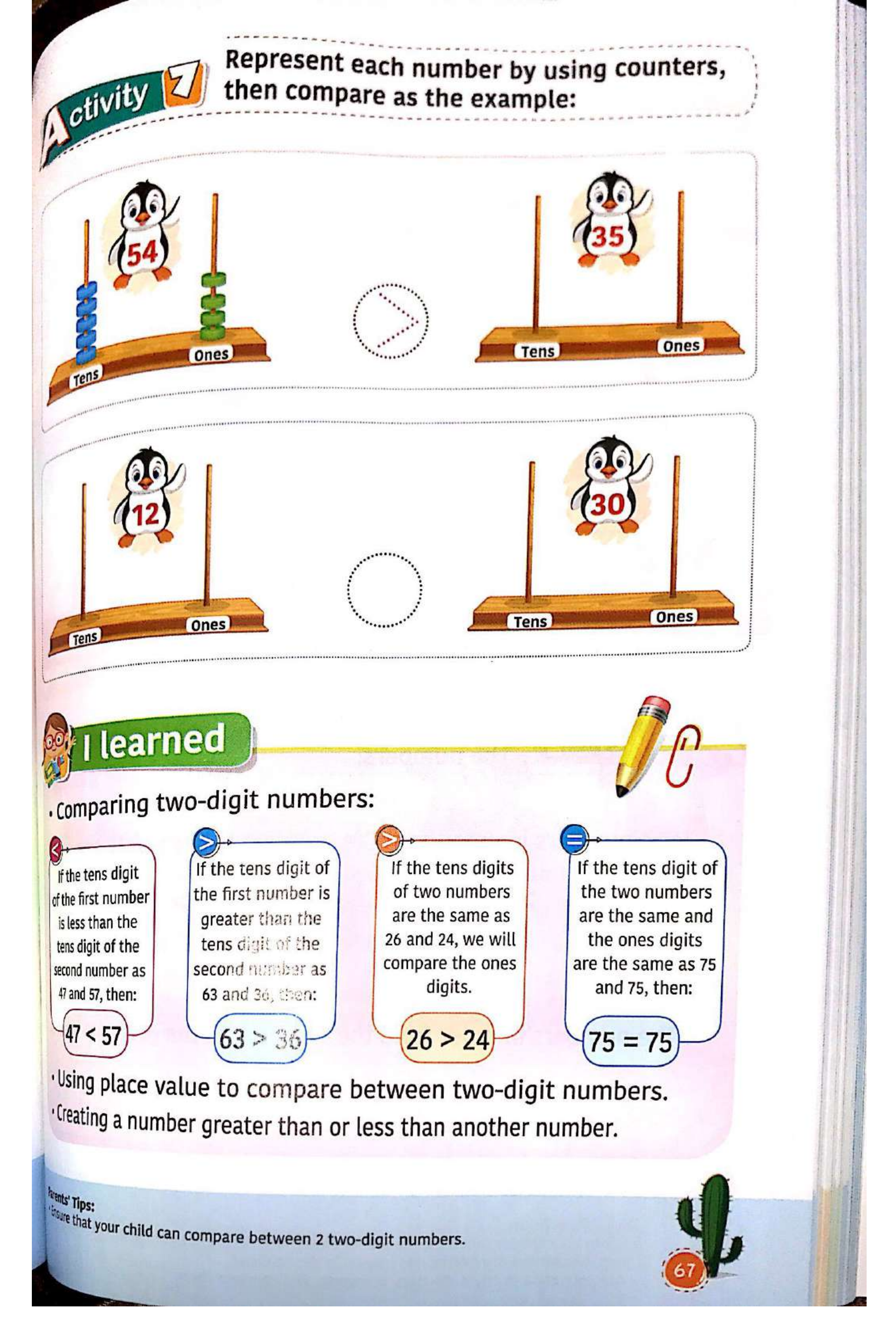


Parents' Tips:

• Assist your child to create a number of objects which is greater or smaller than another number.




Activity 6
Use the shown numbers on the kites to crea
a greater or smaller number as the example:
1
3
5
2
4
6
8
1
7
9
23 < 36
> 54
> 18
< 27
Parents' Tips:
• Show a two-digit number to your child in a paper and ask him/her to create a number which is greater than this number once and smaller than another once.



## Activity 7

Represent each number by using counters, then compare as the example:



## I learned

- Comparing two-digit numbers:

$<$ If the tens digit of the first number is less than the tens digit of the second number as 47 and 57, then: $47 < 57$

$>$ If the tens digit of the first number is greater than the tens digit of the second number as 63 and 36, then: $63 > 36$

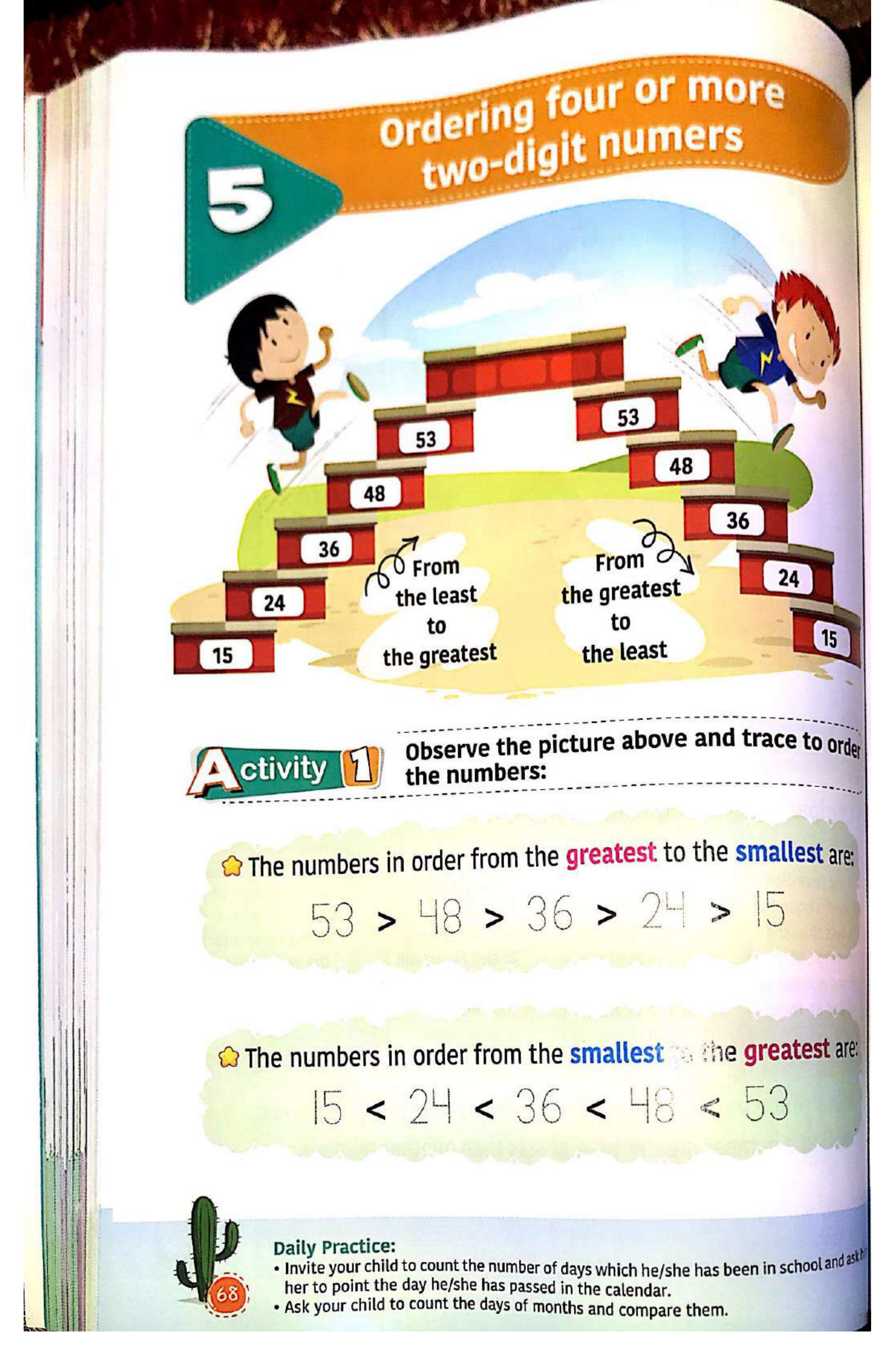
$>$ If the tens digits of two numbers are the same as 26 and 24, we will compare the ones digits. $26 > 24$

$=$ If the tens digit of the two numbers are the same and the ones digits are the same as 75 and 75, then: $75 = 75$

- Using place value to compare between two-digit numbers.
- Creating a number greater than or less than another number.

**Parents' Tips:**

- Ensure that your child can compare between 2 two-digit numbers.



# 5 Ordering four or more two-digit numers

15, 24, 36, 48, 53

53, 48, 36, 24, 15

From the least to the greatest

From the greatest to the least

## Activity 1

Observe the picture above and trace to order the numbers:

- The numbers in order from the **greatest** to the **smallest** are:

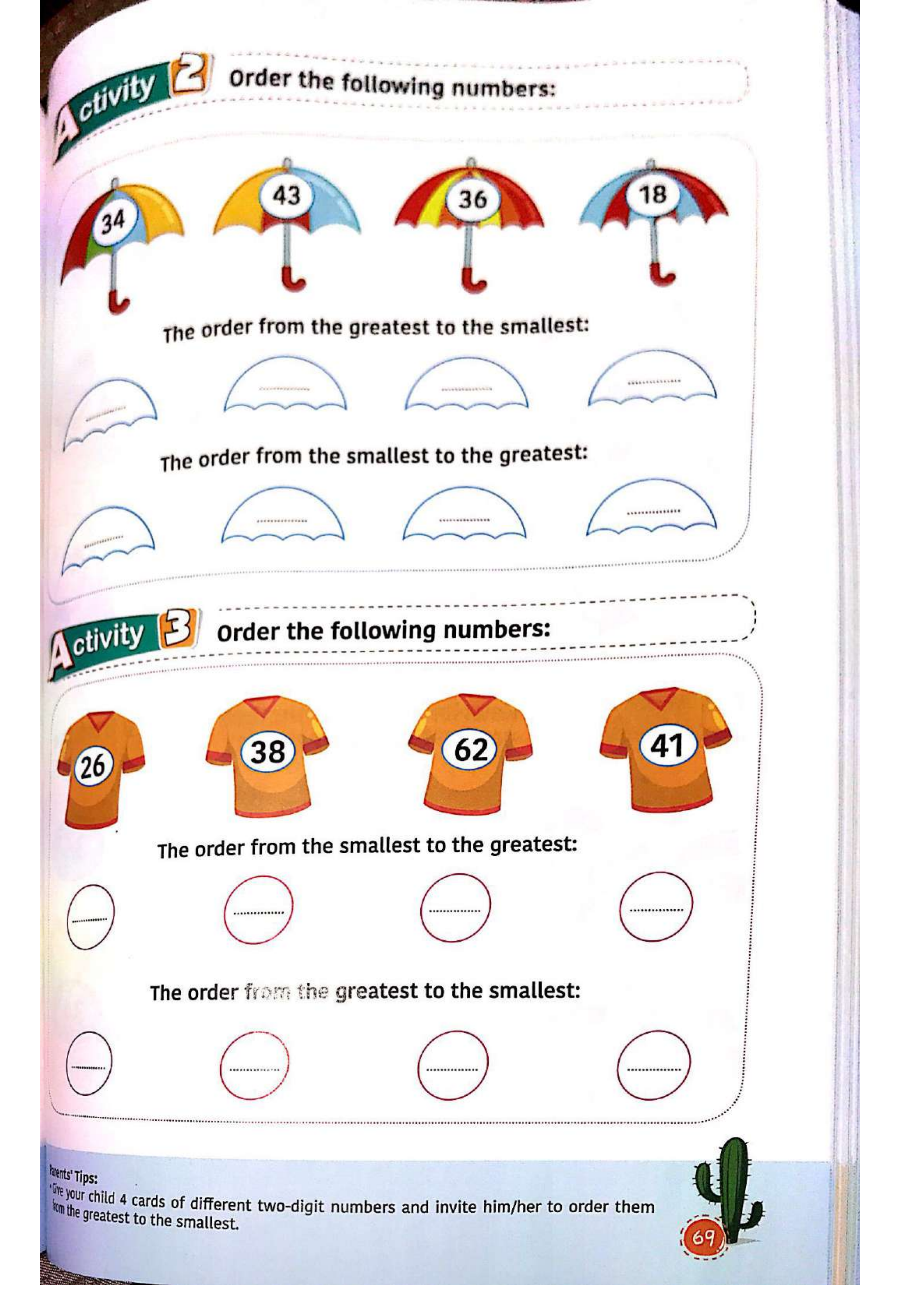
53 > 48 > 36 > 24 > 15

- The numbers in order from the **smallest** to the **greatest** are:

15 < 24 < 36 < 48 < 53

**Daily Practice:**

- Invite your child to count the number of days which he/she has been in school and ask him/her to point the day he/she has passed in the calendar.
- Ask your child to count the days of months and compare them.



## Activity 2 Order the following numbers:

34 43 36 18

The order from the greatest to the smallest:

........ ........ ........ ........

The order from the smallest to the greatest:

........ ........ ........ ........

## Activity 3 Order the following numbers:

26 38 62 41

The order from the smallest to the greatest:

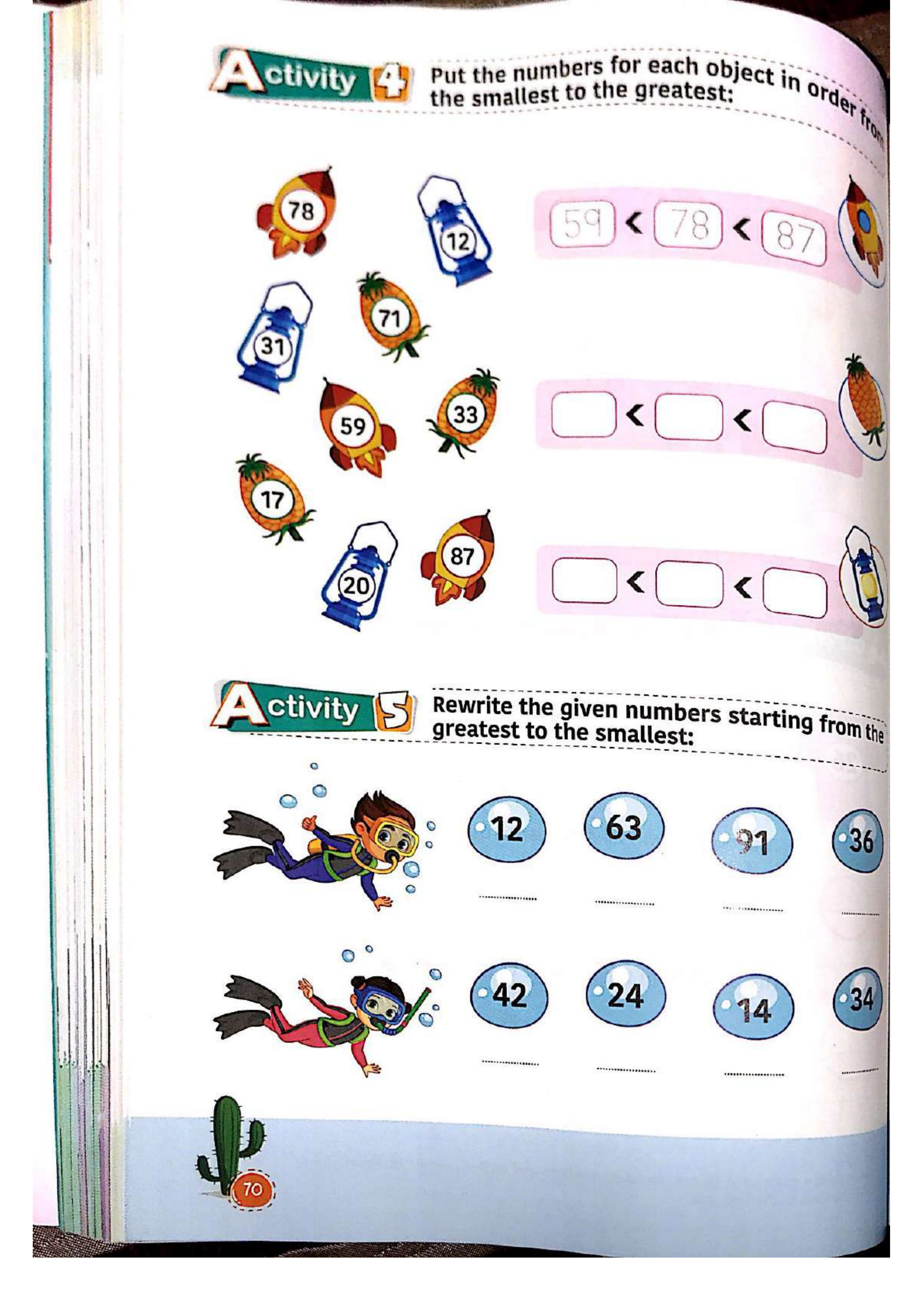
........ ........ ........ ........

The order from the greatest to the smallest:

........ ........ ........ ........

Parents' Tips:

- Give your child 4 cards of different two-digit numbers and invite him/her to order them from the greatest to the smallest.



## Activity 4

Put the numbers for each object in order from the smallest to the greatest:



59 < 78 < 87

☐ < ☐ < ☐

☐ < ☐ < ☐

## Activity 5

Rewrite the given numbers starting from the greatest to the smallest:

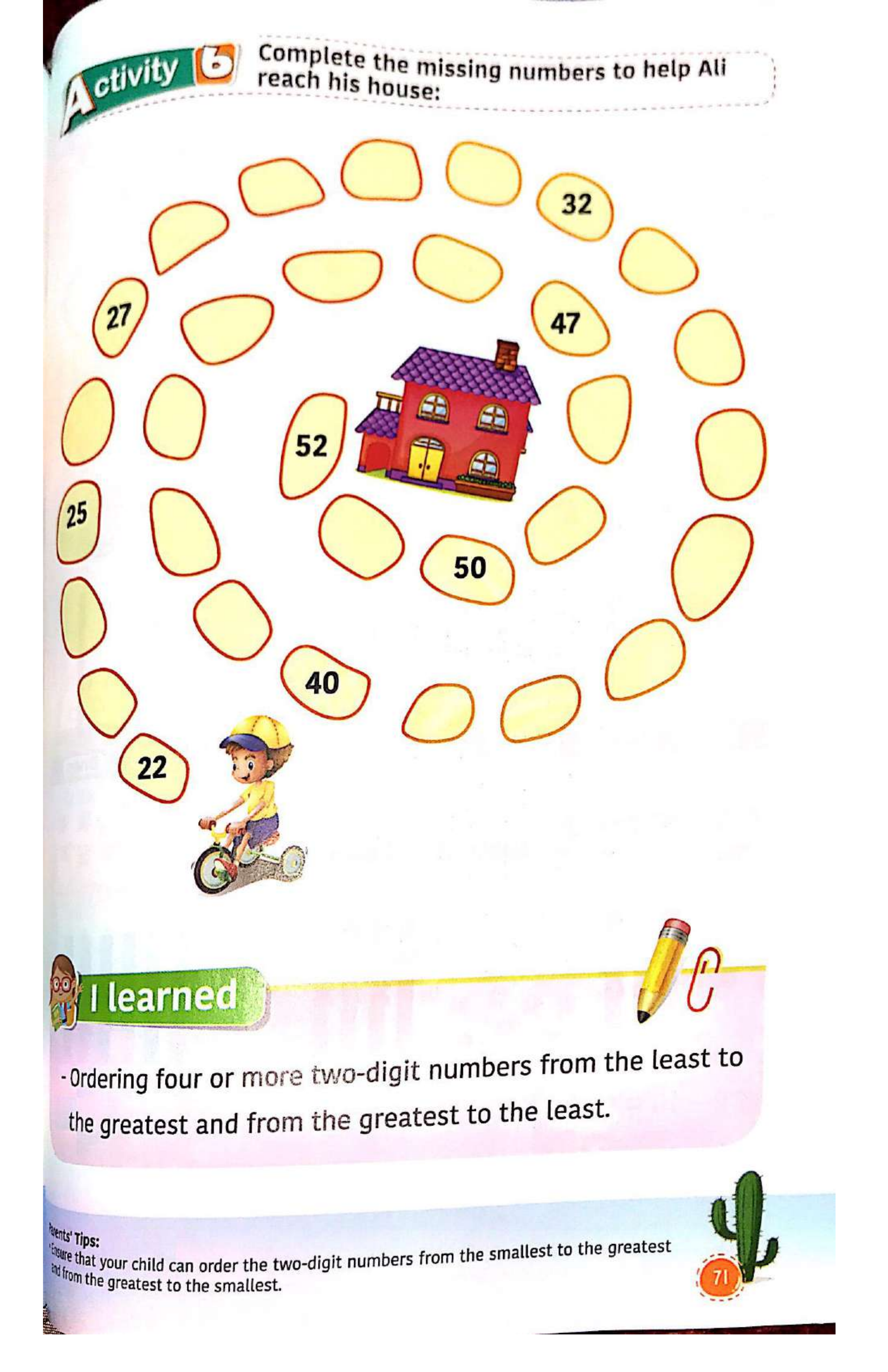


........ ........ ........ ........

........ ........ ........ ........

## Activity 6

Complete the missing numbers to help Ali reach his house:




## I learned

- Ordering four or more two-digit numbers from the least to the greatest and from the greatest to the least.

**Parents' Tips:**

- Ensure that your child can order the two-digit numbers from the smallest to the greatest and from the greatest to the smallest.

# 6 Subtracting the multiples of 10 from the multiples of 10

How to subtract 50-20

50 − 20 = 30

Tens Ones − Tens Ones = Tens Ones

## Activity 1

**Subtract and complete:**

30 - 10 = ..............

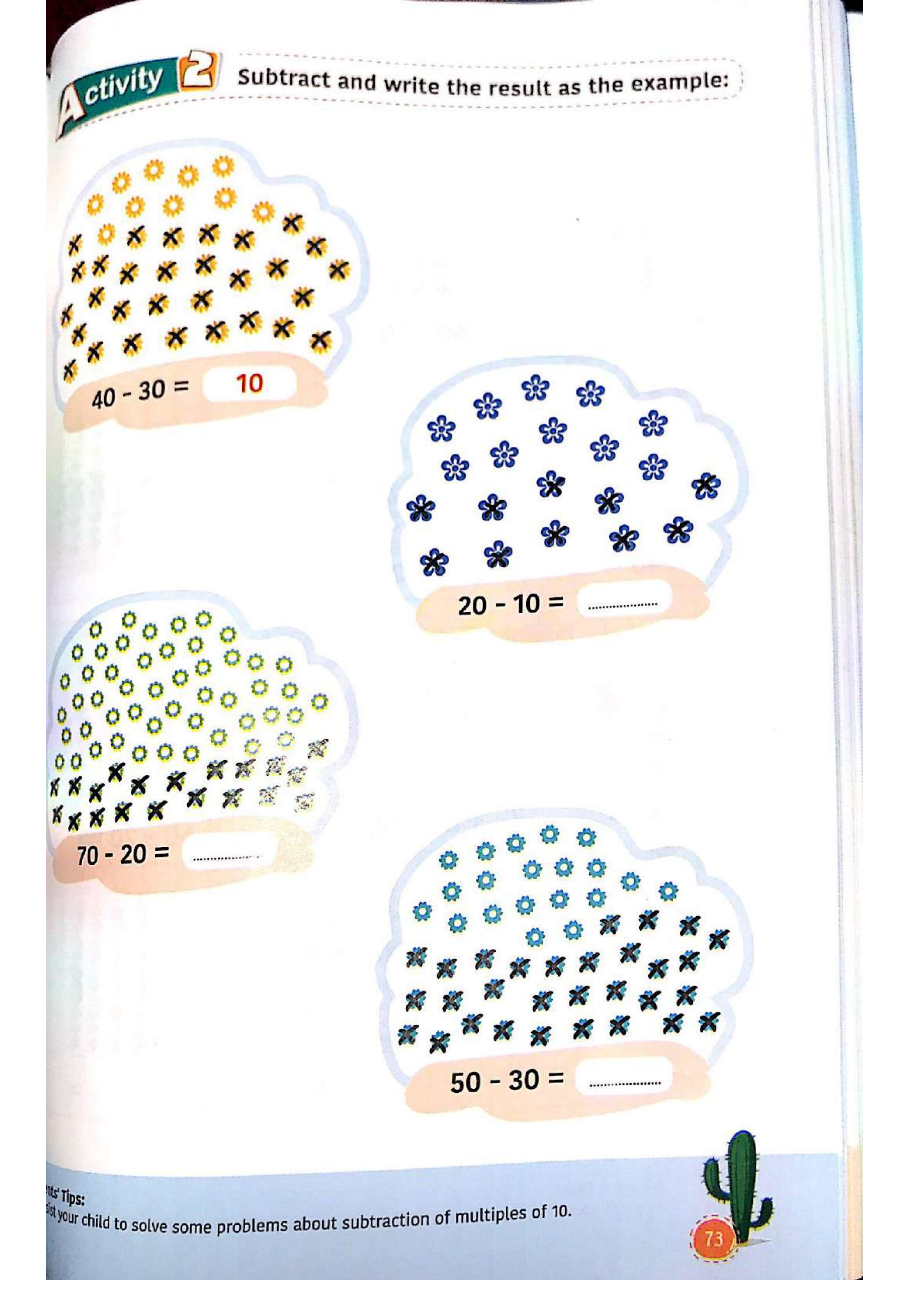
40 - 30 = ..............

60 - 20 = ..............



**Daily Practice:**

- Invite your child to count the days of school and ask him/her to draw a circle around the day he/she passed in the calendar.



## Activity 2

Subtract and write the result as the example:

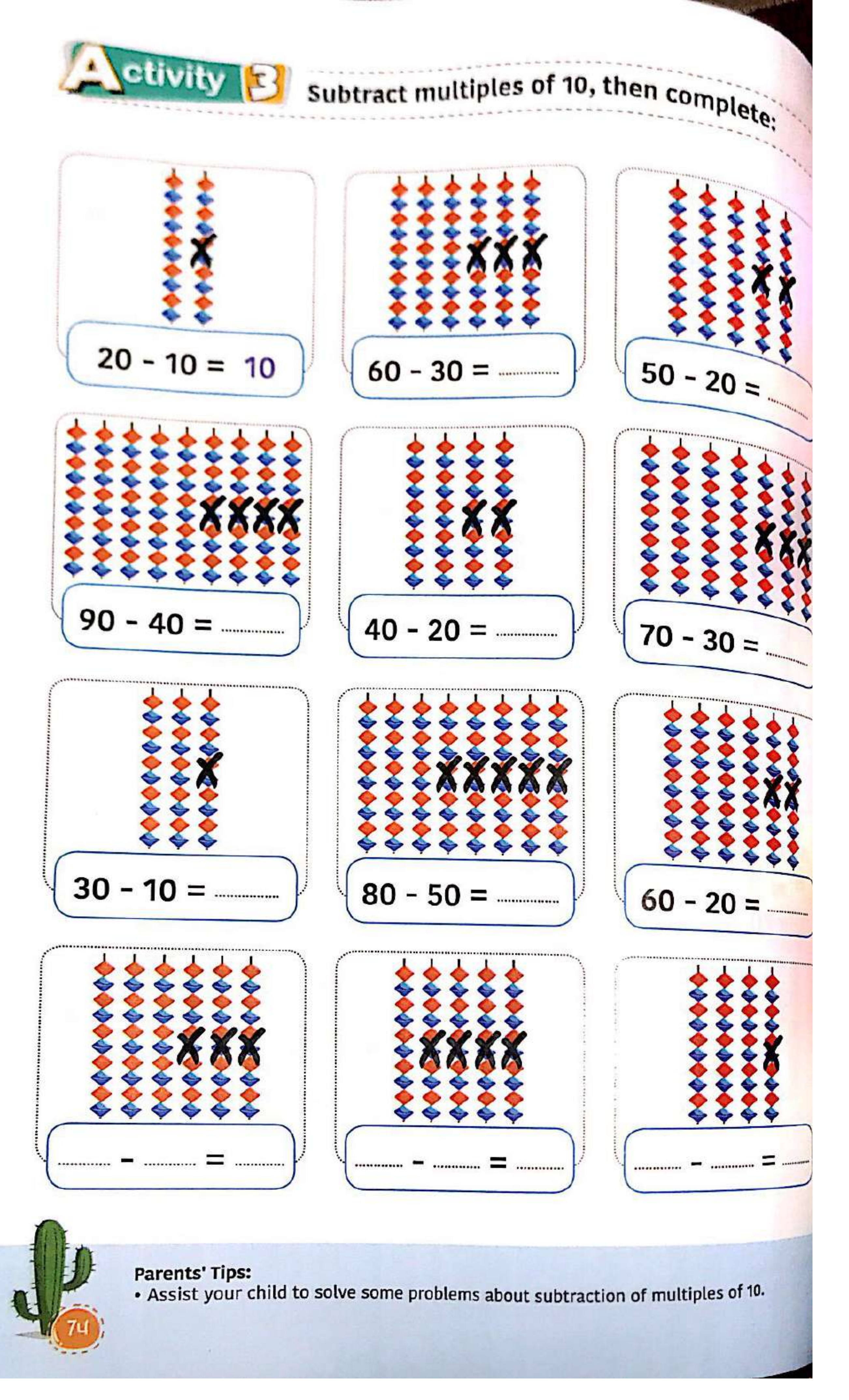
40 - 30 = 10

20 - 10 = ..................

70 - 20 = ..................

50 - 30 = ..................

nts' Tips:
ist your child to solve some problems about subtraction of multiples of 10.



## Activity 3

Subtract multiples of 10, then complete:

20 - 10 = 10

60 - 30 = ..........

50 - 20 = ..........

90 - 40 = ..........

40 - 20 = ..........

70 - 30 = ..........

30 - 10 = ..........

80 - 50 = ..........

60 - 20 = ..........

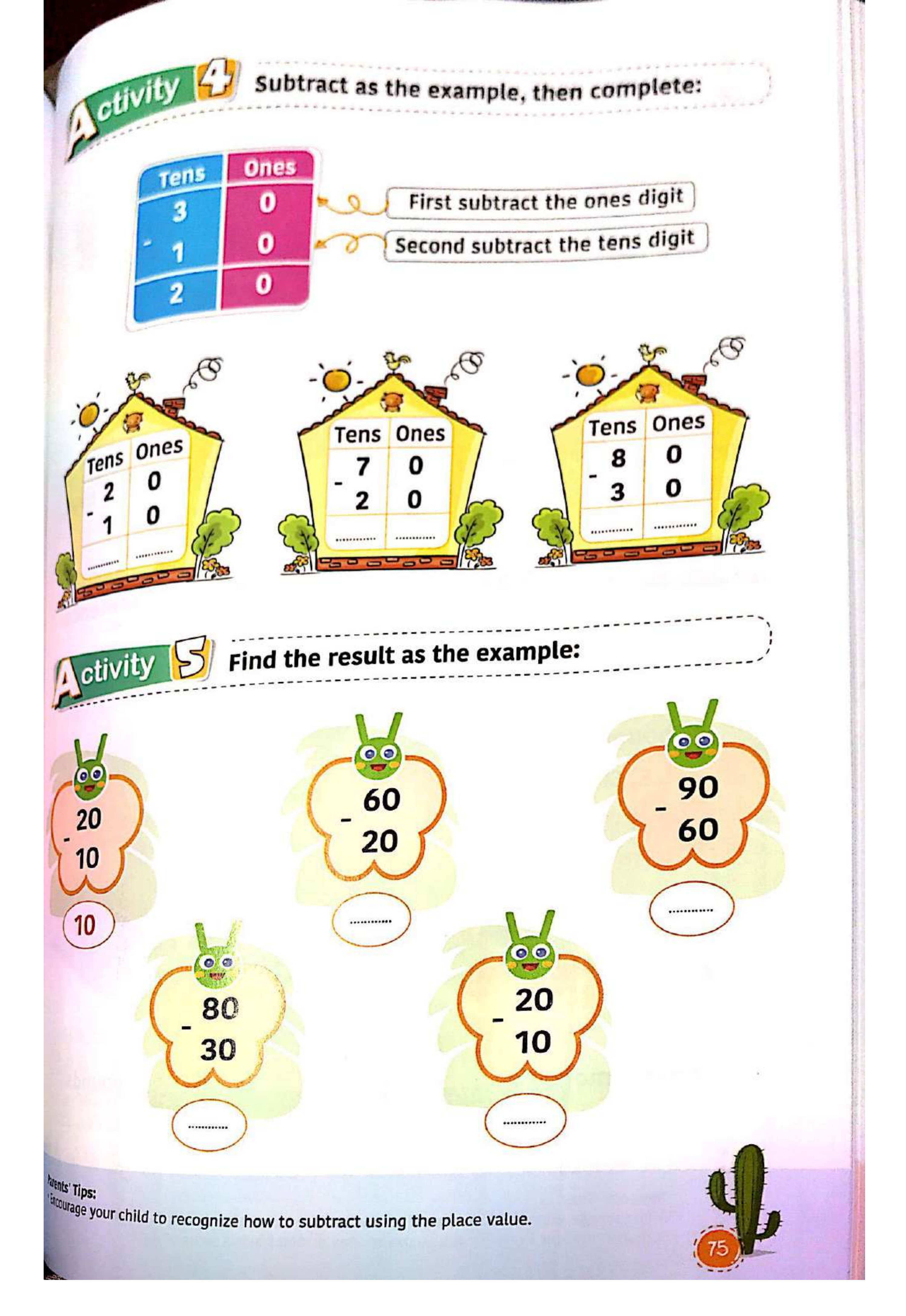
.......... - .......... = ..........

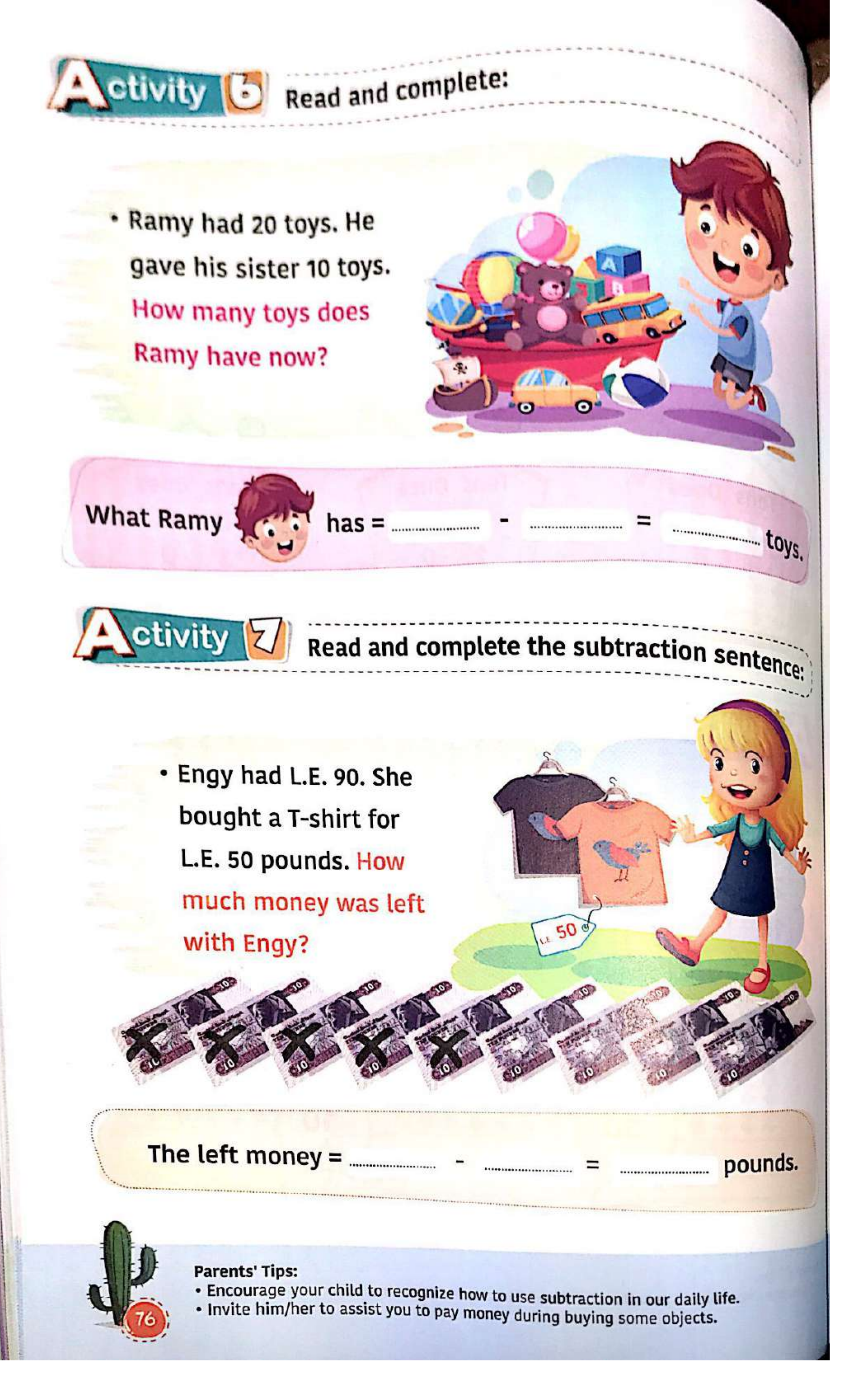
.......... - .......... = ..........

.......... - .......... = ..........

**Parents' Tips:**

- Assist your child to solve some problems about subtraction of multiples of 10.


Activity 4
Subtract as the example, then complete:
Tens
Ones
3
0
-
1
0
2
0
First subtract the ones digit
Second subtract the tens digit
Tens
Ones
2
0
-
1
0
..........
..........
Tens
Ones
7
0
-
2
0
..........
..........
Tens
Ones
8
0
-
3
0
..........
..........
Activity 5
Find the result as the example:
20
-
10
10
60
-
20
..........
90
-
60
..........
80
-
30
..........
20
-
10
..........
Parents' Tips:
Encourage your child to recognize how to subtract using the place value.
75



## Activity 6 Read and complete:

- Ramy had 20 toys. He gave his sister 10 toys. How many toys does Ramy have now?

What Ramy has = .................. - .................. = .................. toys.

## Activity 7 Read and complete the subtraction sentence:

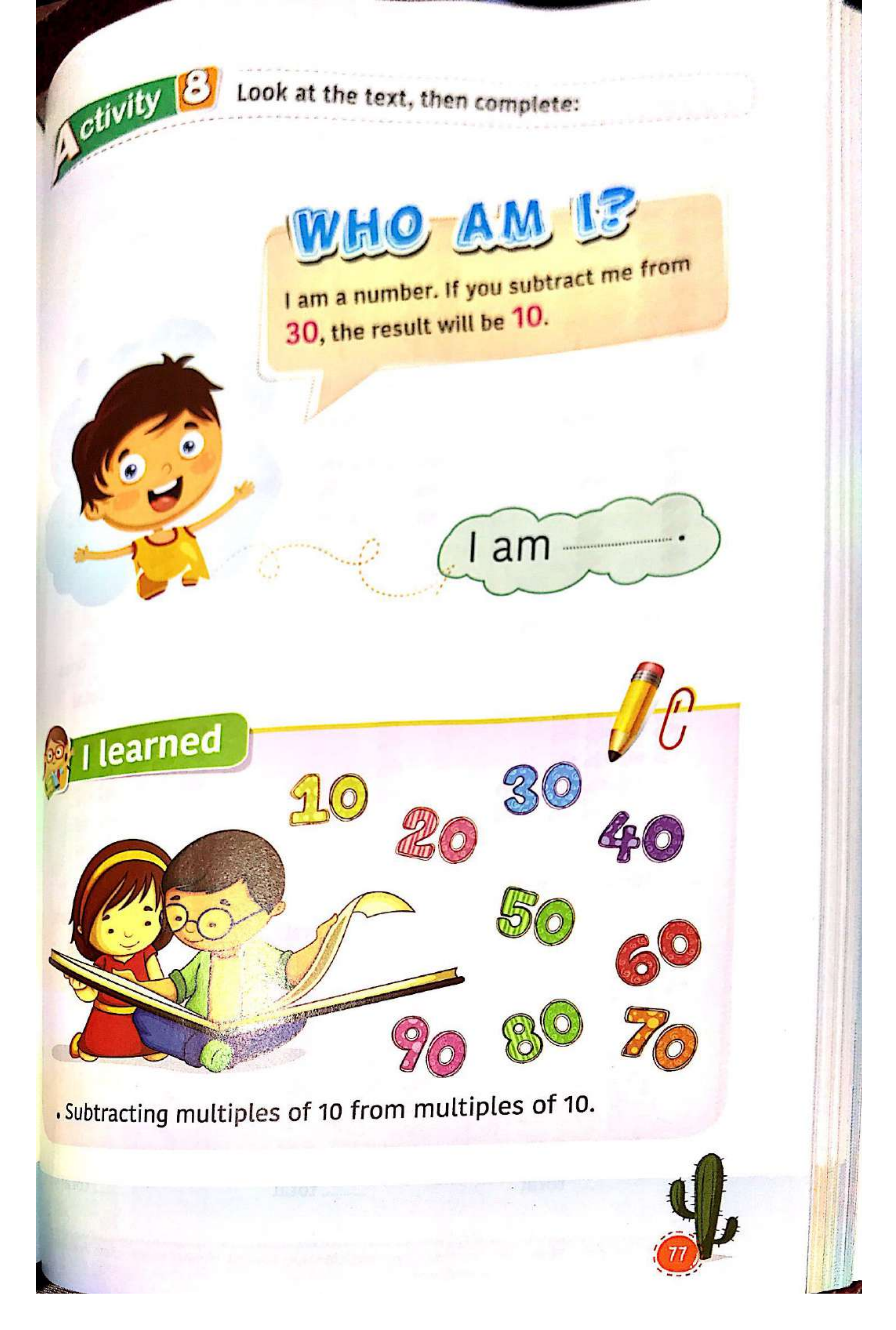
- Engy had L.E. 90. She bought a T-shirt for L.E. 50 pounds. How much money was left with Engy?

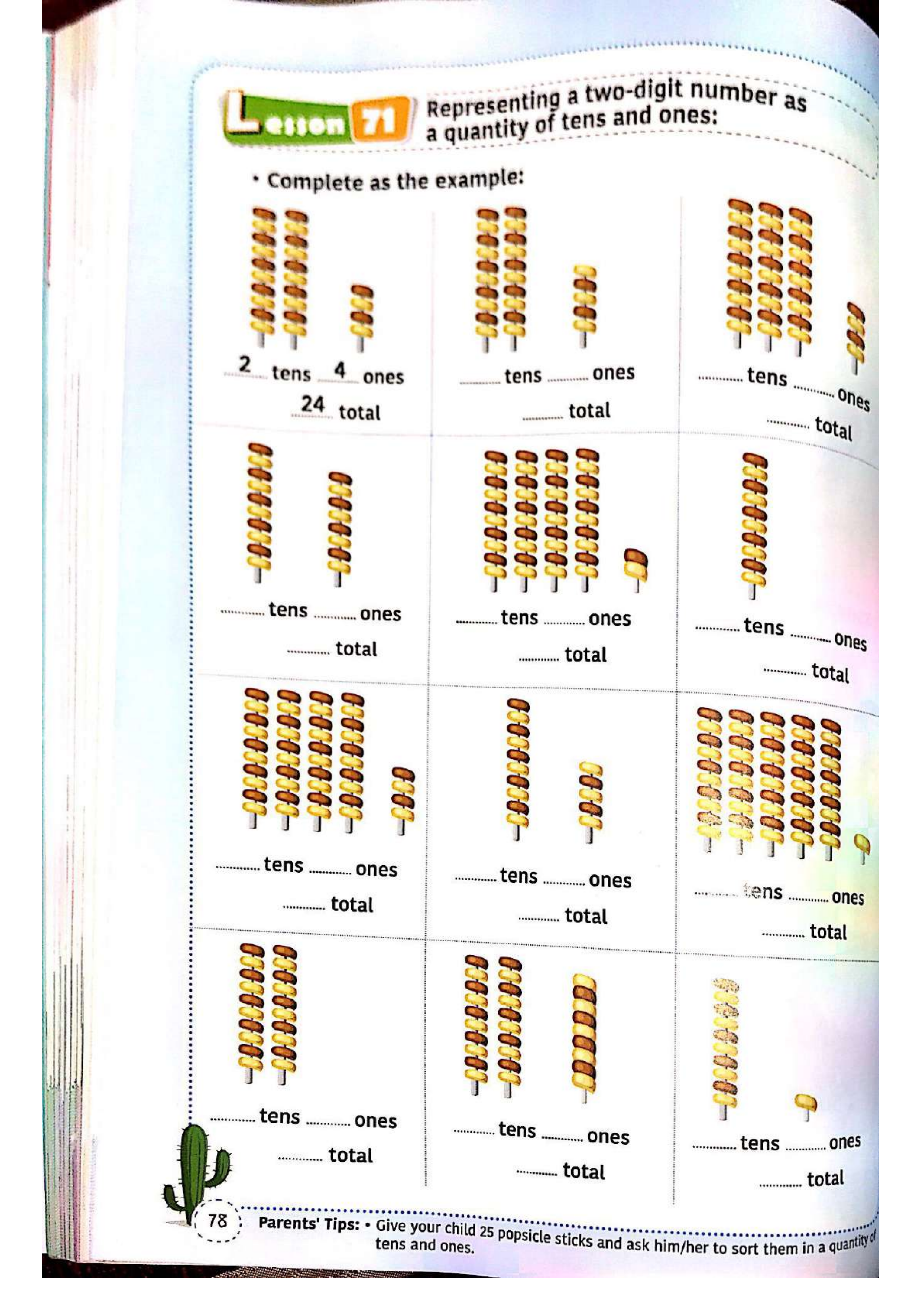


The left money = .................. - .................. = .................. pounds.

**Parents' Tips:**

- Encourage your child to recognize how to use subtraction in our daily life.
- Invite him/her to assist you to pay money during buying some objects.


Activity 8
Look at the text, then complete:
WHO AM I?
I am a number. If you subtract me from 30, the result will be 10.
I am ........ .
I learned
10 20 30 40 50 60 70 80 90
. Subtracting multiples of 10 from multiples of 10.
77



# Lesson 71 Representing a two-digit number as a quantity of tens and ones:

• Complete as the example:

2 tens 4 ones
24 total

........ tens ........ ones
........ total

........ tens ........ ones
........ total

........ tens ........ ones
........ total

........ tens ........ ones
........ total

........ tens ........ ones
........ total

........ tens ........ ones
........ total

........ tens ........ ones
........ total

........ tens ........ ones
........ total

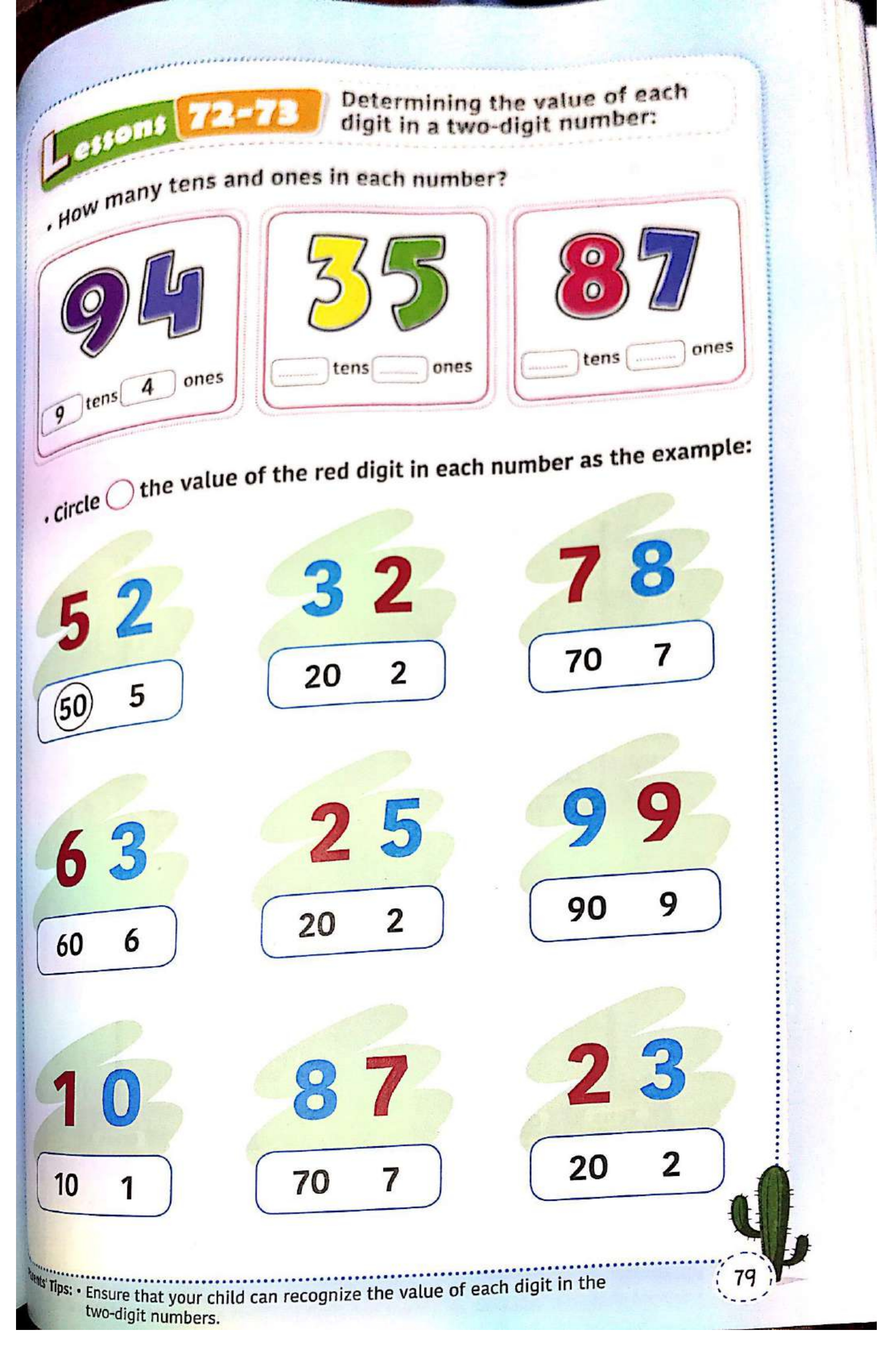
........ tens ........ ones
........ total

........ tens ........ ones
........ total

........ tens ........ ones
........ total

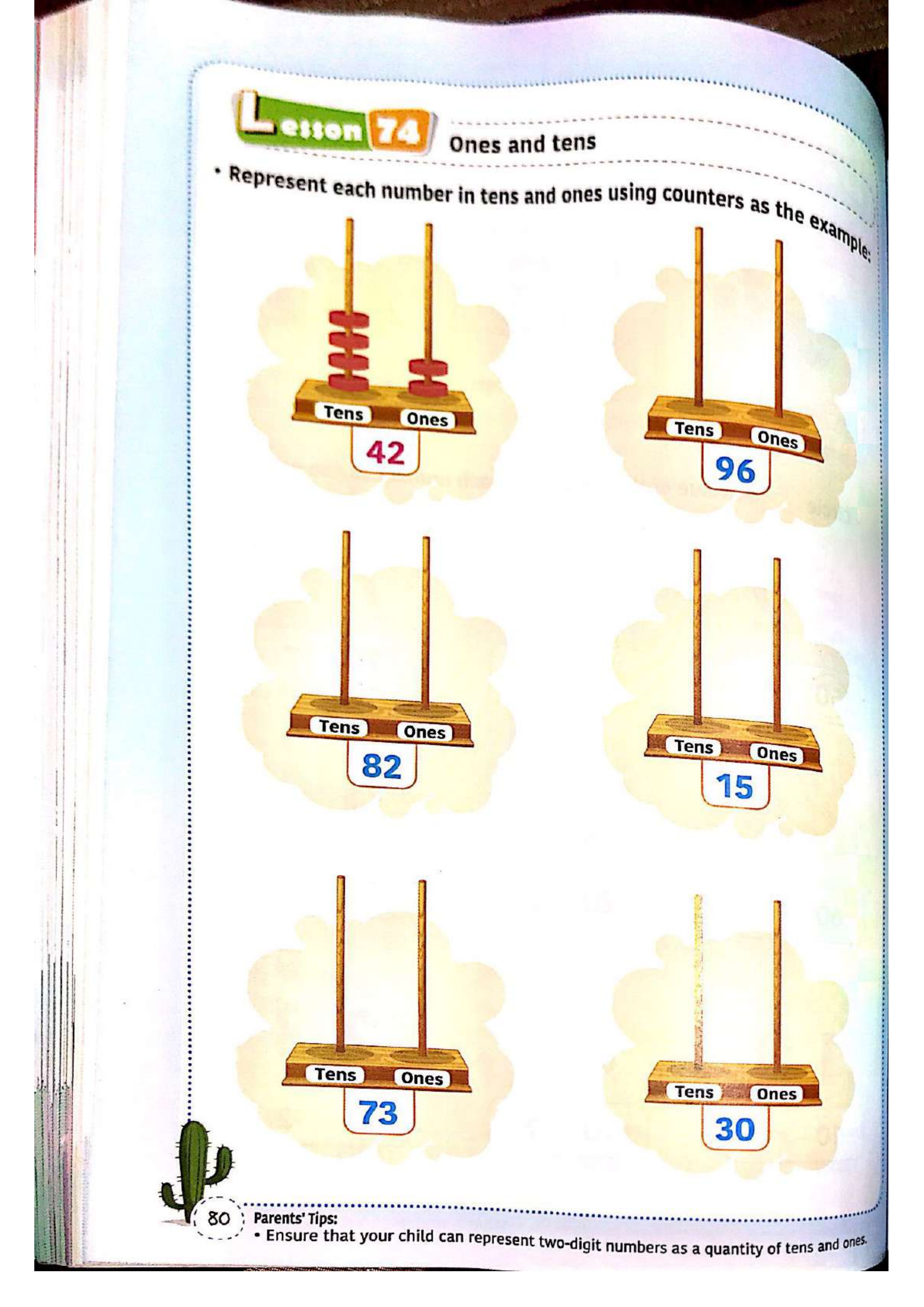


Parents' Tips: • Give your child 25 popsicle sticks and ask him/her to sort them in a quantity of tens and ones.


Lessons 72-73
Determining the value of each digit in a two-digit number:
• How many tens and ones in each number?
94
9 tens 4 ones
35
tens ones
87
tens ones
• Circle the value of the red digit in each number as the example:
52
50 5
32
20 2
78
70 7
63
60 6
25
20 2
99
90 9
10
10 1
87
70 7
23
20 2
Parents' Tips: • Ensure that your child can recognize the value of each digit in the two-digit numbers.
79

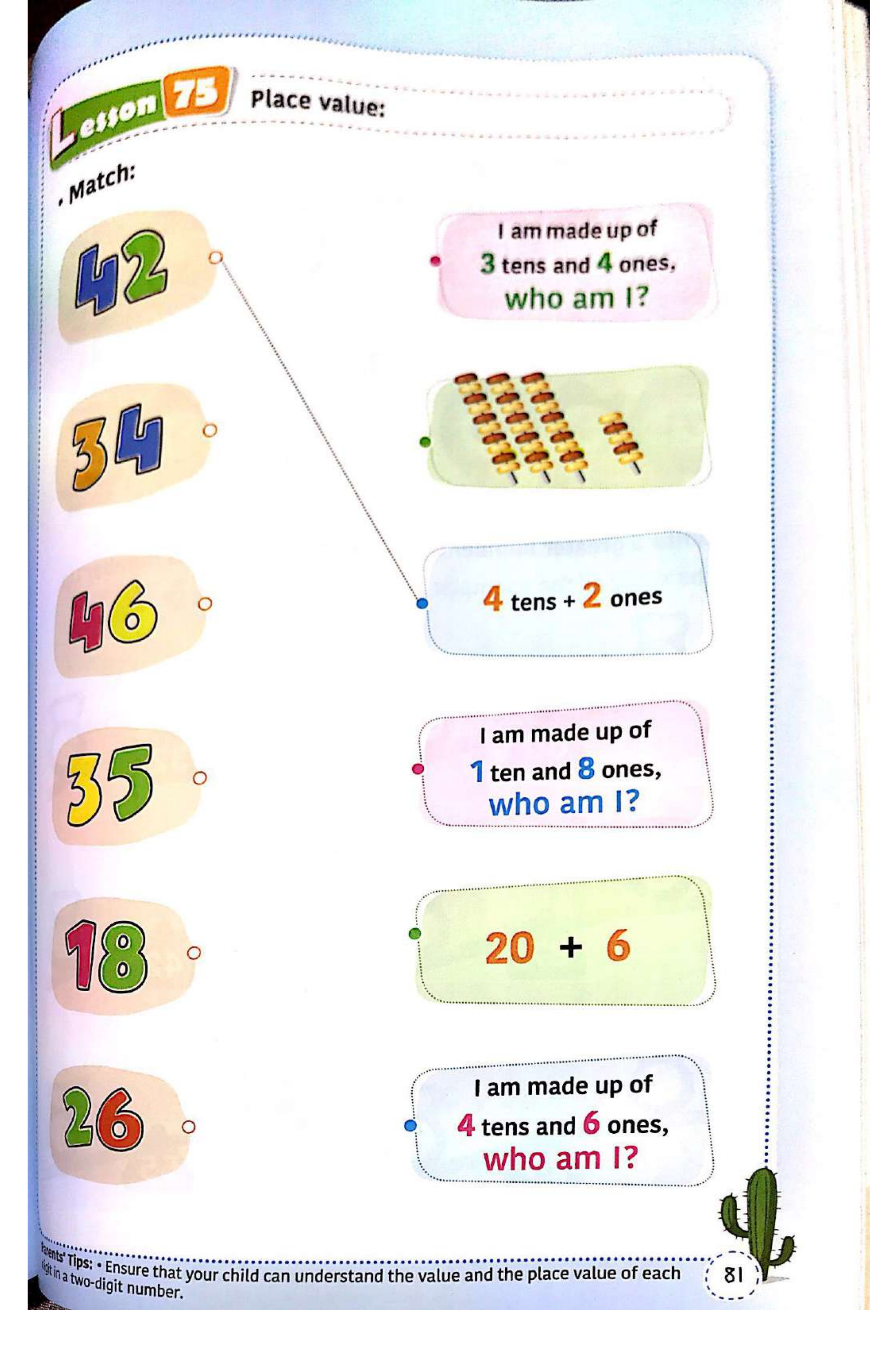
## Lesson 74 Ones and tens

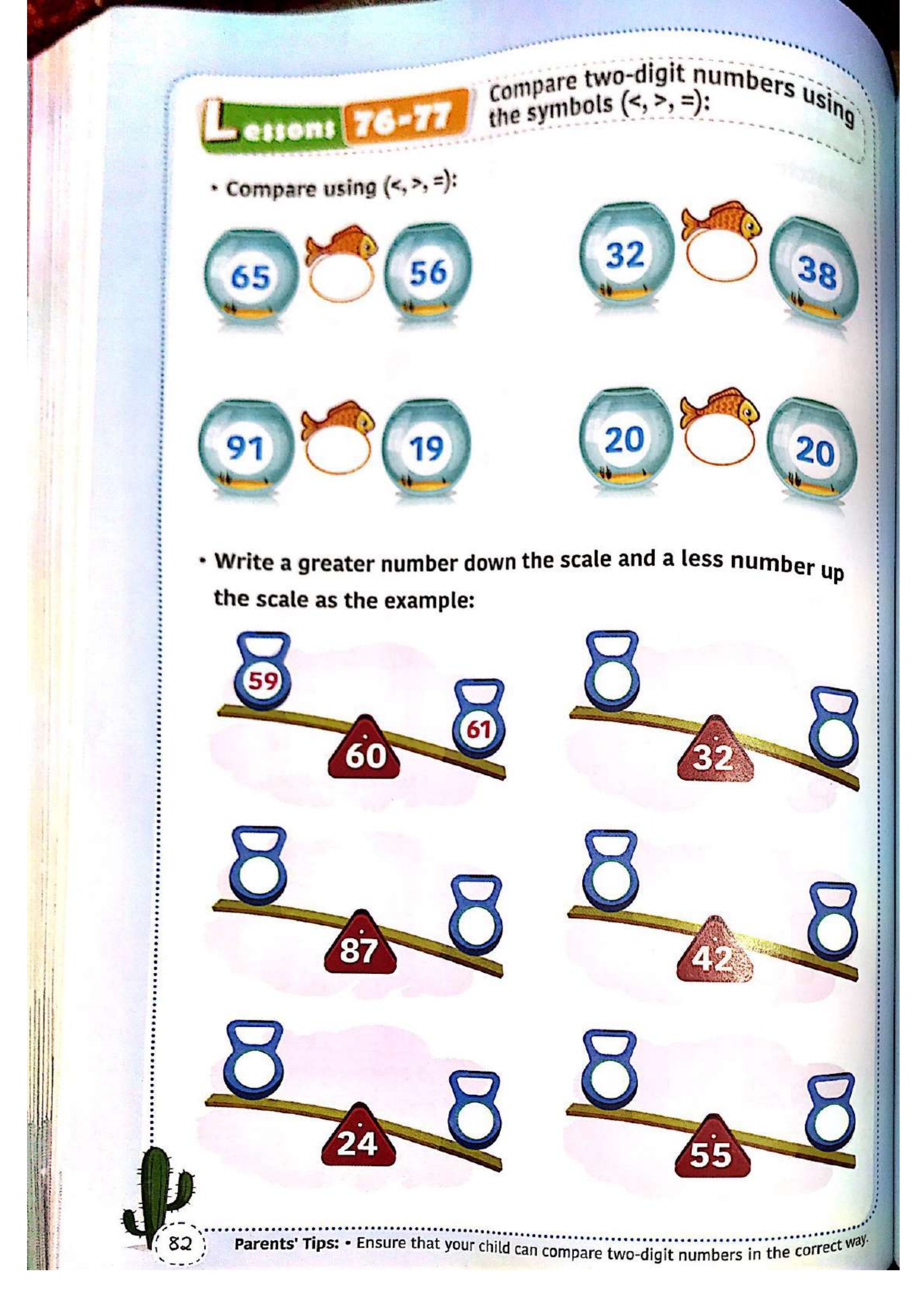
• Represent each number in tens and ones using counters as the example:

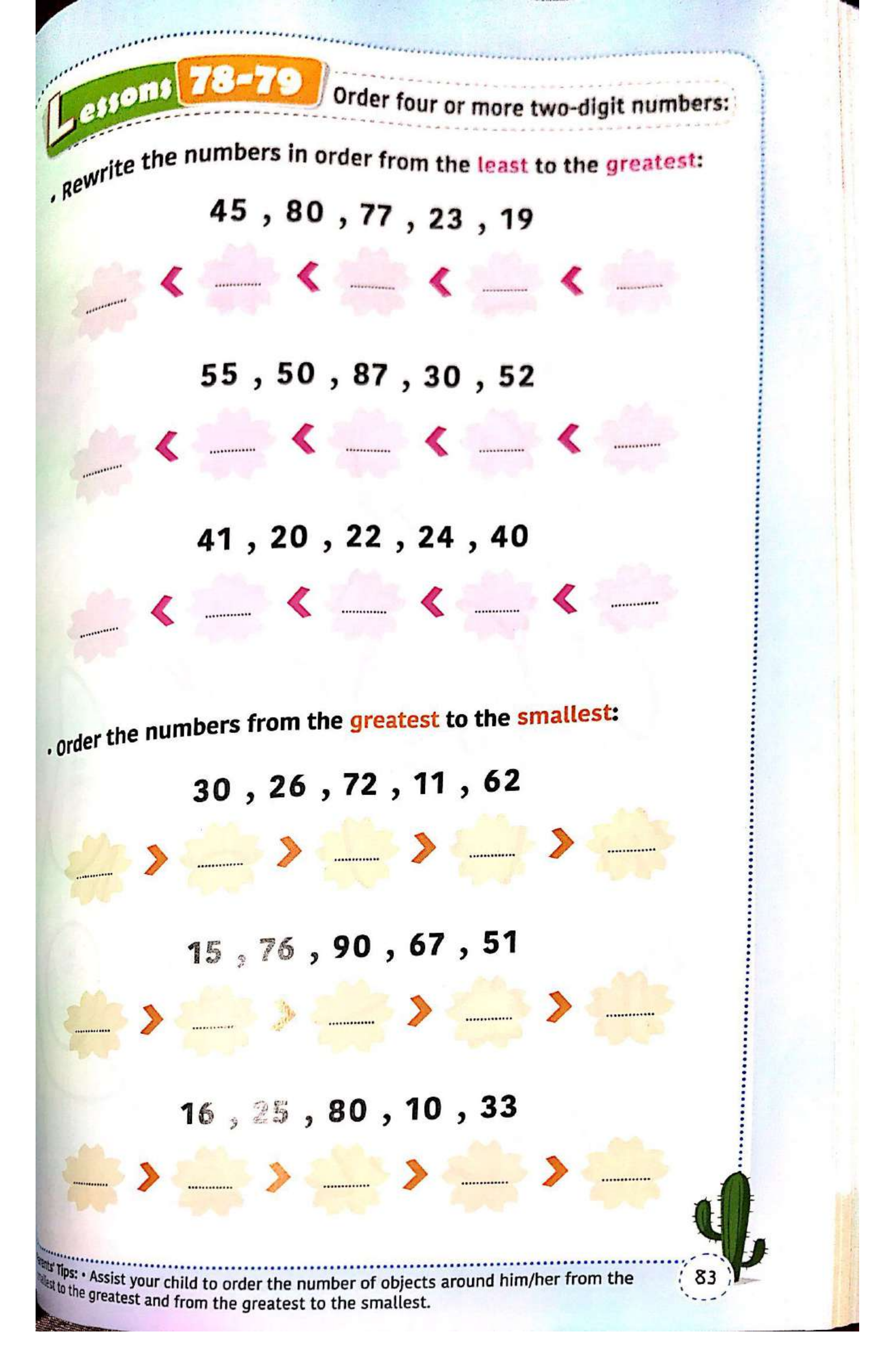



**Parents' Tips:**

• Ensure that your child can represent two-digit numbers as a quantity of tens and ones.


Lesson 75
Place value:
• Match:
42
34
46
35
18
26
I am made up of
3 tens and 4 ones,
who am I?
4 tens + 2 ones
I am made up of
1 ten and 8 ones,
who am I?
20 + 6
I am made up of
4 tens and 6 ones,
who am I?
Parents' Tips: • Ensure that your child can understand the value and the place value of each digit in a two-digit number.


Lessons 76-77
Compare two-digit numbers using the symbols (<, >, =):
• Compare using (<, >, =):
65
56
32
38
91
19
20
20
• Write a greater number down the scale and a less number up the scale as the example:
59
60
61
32
87
42
24
55
82
Parents' Tips: • Ensure that your child can compare two-digit numbers in the correct way.



## Lessons 78-79 Order four or more two-digit numbers:

• Rewrite the numbers in order from the **least** to the **greatest**:

45 , 80 , 77 , 23 , 19

........ < ........ < ........ < ........ < ........

55 , 50 , 87 , 30 , 52

........ < ........ < ........ < ........ < ........

41 , 20 , 22 , 24 , 40

........ < ........ < ........ < ........ < ........

• Order the numbers from the **greatest** to the **smallest**:

30 , 26 , 72 , 11 , 62

........ > ........ > ........ > ........ > ........

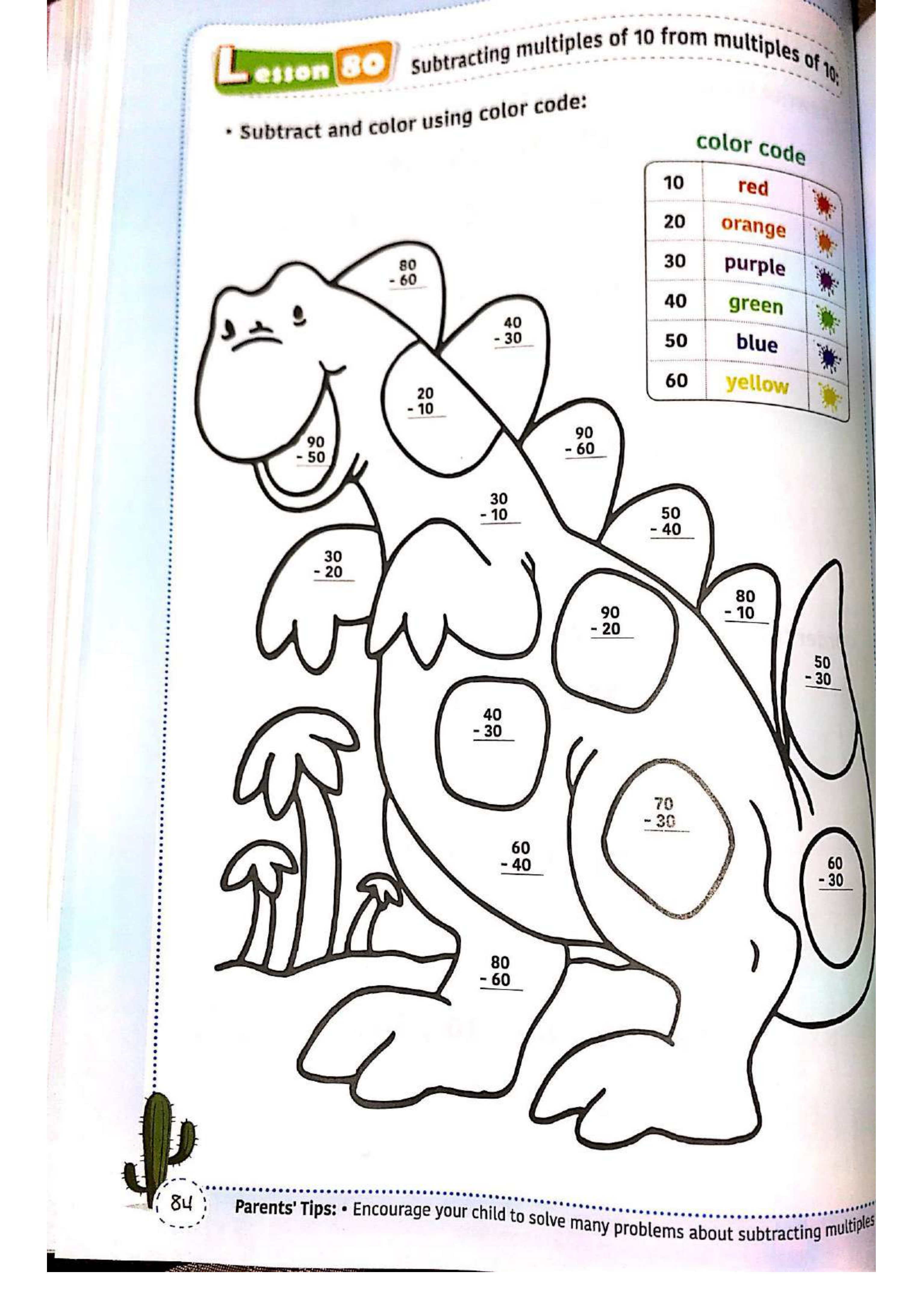
15 , 76 , 90 , 67 , 51

........ > ........ > ........ > ........ > ........

16 , 25 , 80 , 10 , 33

........ > ........ > ........ > ........ > ........

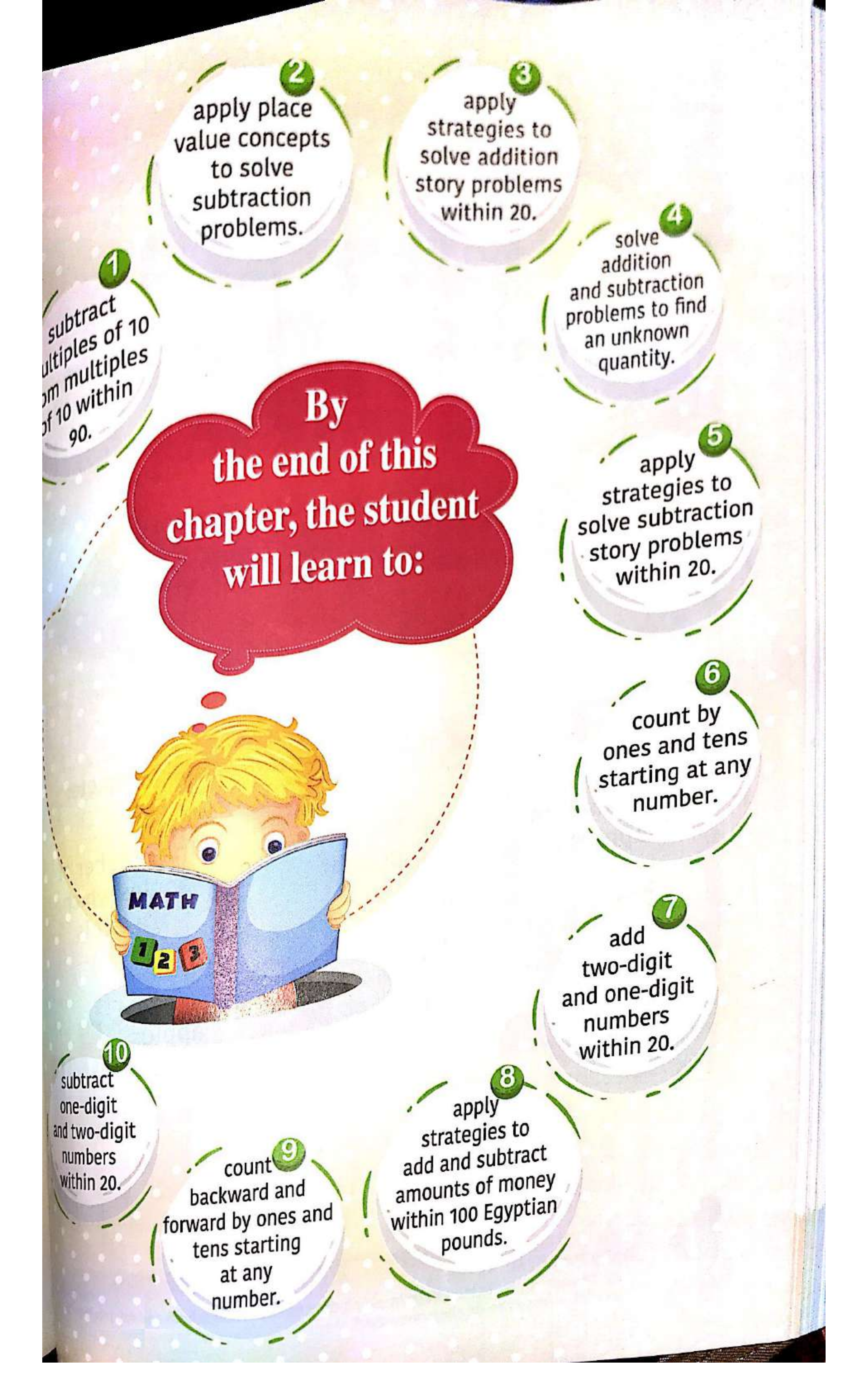
...ents' Tips: • Assist your child to order the number of objects around him/her from the ...llest to the greatest and from the greatest to the smallest.


Lesson 80
Subtracting multiples of 10 from multiples of 10:
• Subtract and color using color code:
color code
10 red
20 orange
30 purple
40 green
50 blue
60 yellow
80 - 60
40 - 30
20 - 10
90 - 50
90 - 60
30 - 10
50 - 40
30 - 20
90 - 20
80 - 10
50 - 30
40 - 30
70 - 30
60 - 40
60 - 30
80 - 60
84
Parents' Tips: • Encourage your child to solve many problems about subtracting multiples


Project
. Cut the numbers below to complete the order of numbers:
CUT OUT
1
GLUE
2
22
24
25
26
28
29
30
32
34
37
38
40
42
35
33
39
27
23
41
36
31


FUN TIME
color by place Value
use the color code to color the picture
91
73
1
52
52
7
90
10
58
39
72
23
31
93
12
63
52
59
80
93
20
4
70
56
36
82
23
53
13
7
54
3
3
60
90
40
55
55
83
13
73
3 in the tens place
brown
3 in the ones place
red
5 in the tens place
yellow
0 in the ones place
orange

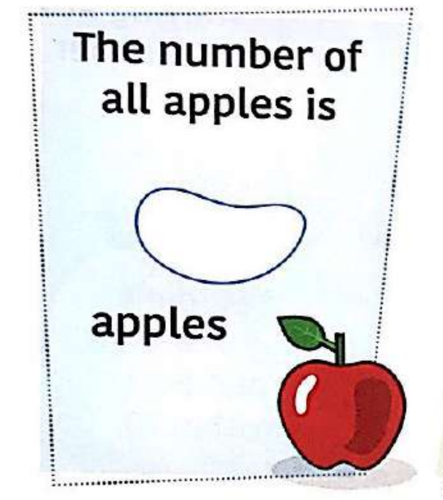

Chapter
3
13
5 +


By the end of this chapter, the student will learn to:
1 subtract multiples of 10 from multiples of 10 within 90.
2 apply place value concepts to solve subtraction problems.
3 apply strategies to solve addition story problems within 20.
4 solve addition and subtraction problems to find an unknown quantity.
5 apply strategies to solve subtraction story problems within 20.
6 count by ones and tens starting at any number.
7 add two-digit and one-digit numbers within 20.
8 apply strategies to add and subtract amounts of money within 100 Egyptian pounds.
9 count backward and forward by ones and tens starting at any number.
10 subtract one-digit and two-digit numbers within 20.
MATH
1 2 3

# 7 Subtracting multiples of 10 from multiples of 10 within 90

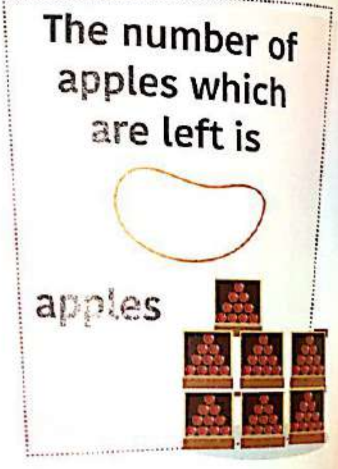



Look at the picture above and complete:







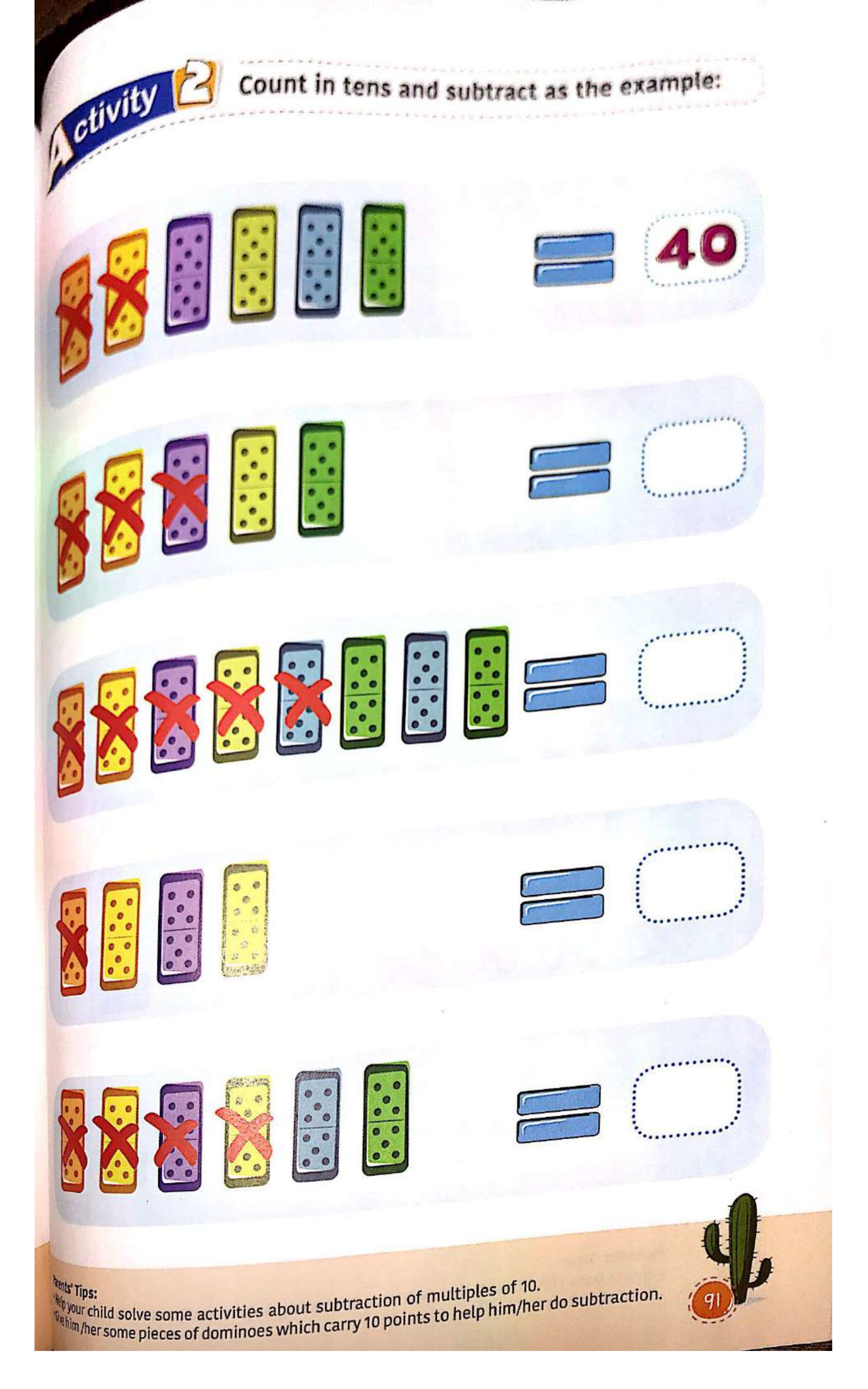


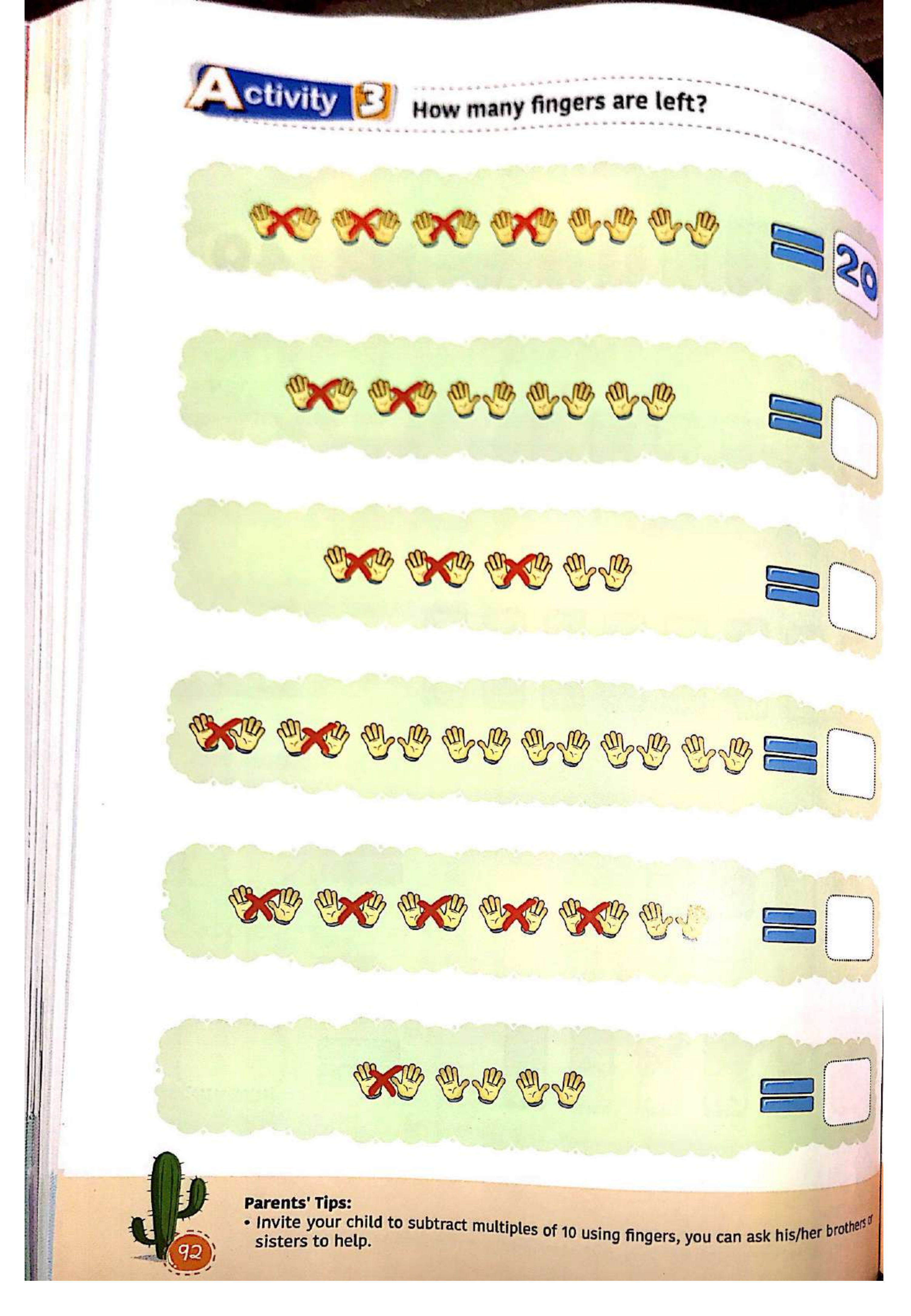

$$80 - 10 = 70$$

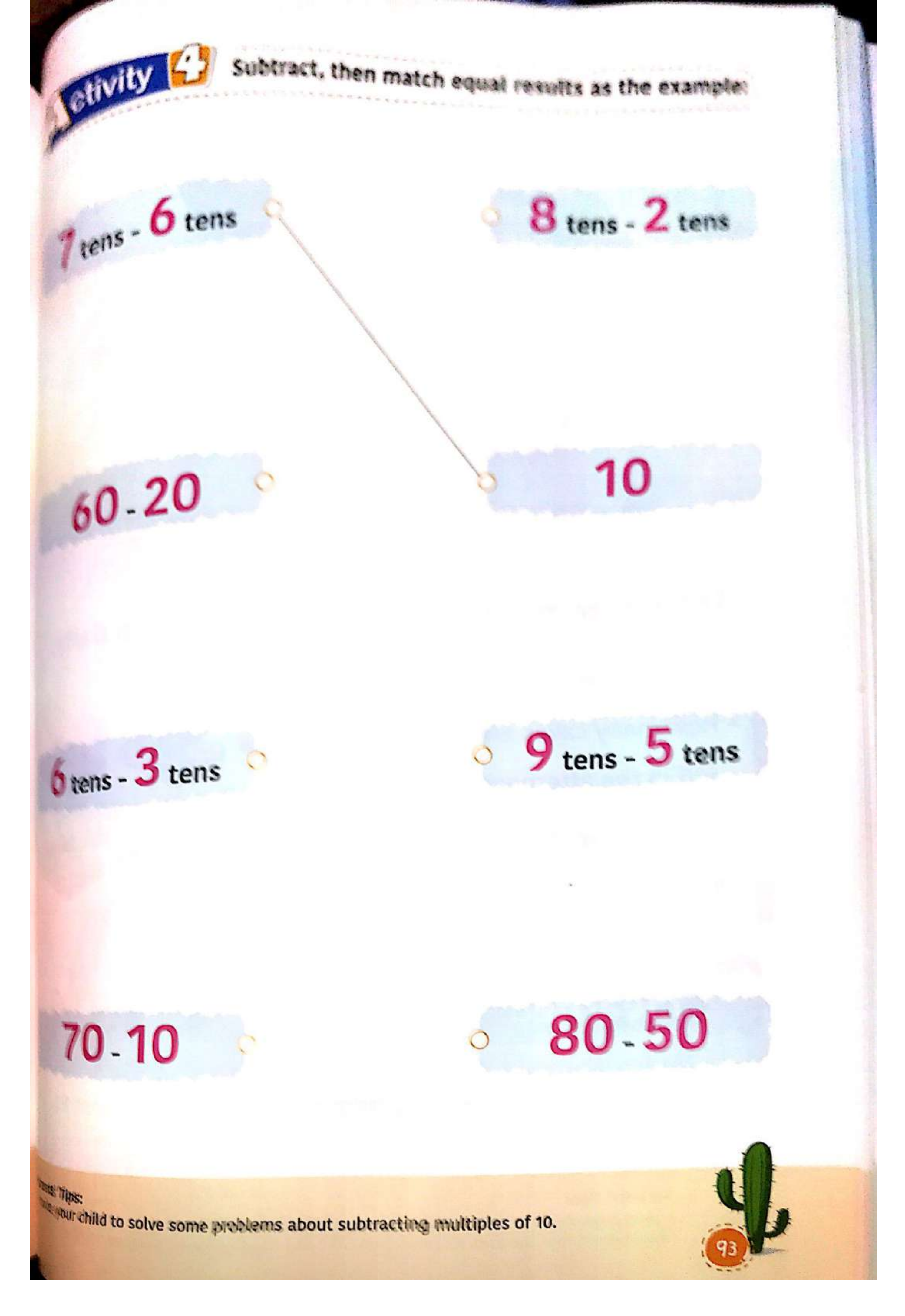


**Daily Practice:**

- Invite your child to count days in which they have been in school and ask him/her to draw a circle around the day he/she passed.


Activity 2
Count in tens and subtract as the example:
40
Tips:
your child solve some activities about subtraction of multiples of 10.
him/her some pieces of dominoes which carry 10 points to help him/her do subtraction.
91


Activity 3
How many fingers are left?
20
Parents' Tips:
• Invite your child to subtract multiples of 10 using fingers, you can ask his/her brothers or sisters to help.
92


ctivity 4
Subtract, then match equal results as the example:
7 tens - 6 tens
8 tens - 2 tens
60 - 20
10
6 tens - 3 tens
9 tens - 5 tens
70 - 10
80 - 50
Tips:
child to solve some problems about subtracting multiples of 10.
93




Read and answer:

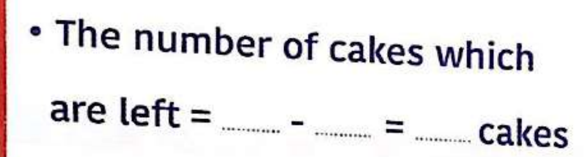



The baker makes **60** cakes in his shop daily.

- He sells **40** cakes in the morning.
- How many cakes are left to sell in the afternoon?







- The number of cakes which are left = ........ - ........ = ........ cakes

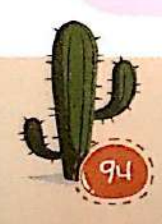









- Subtracting multiples of (10) from multiples of (10) within 90.



**Parents' Tips:**

- Help your child understand how to use subtraction multiples of 10 in daily life.
- Help your child subtract 40 cakes from 70 cakes to solve the subtraction problem.



2
Subtracting multiples of 10 using place value
Tens Ones
5 0
- 3 0
2 0
10 10 10 10 10
5 tens - 3 tens = 2 tens
5 - 3 = 2
Activity 1
Subtract and complete:
Tens Ones
-
7 tens - ........ tens = ........ tens
Practice:
your child to count days in which he/she has been in school and ask him/her to draw
around the day he/she passed.
95
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Use place value to subtract as the example:

| Tens | Ones |
|---|---|
| 9 | 0 |
| 4 | 0 |
| 5 | 0 |

| Tens | Ones |
|---|---|
| 7 | 0 |
| 2 | 0 |
| | |

| Tens | Ones |
|---|---|
| 6 | 0 |
| 3 | 0 |
| | |

| Tens | Ones |
|---|---|
| 2 | 0 |
| 1 | 0 |
| | |

| Tens | Ones |
|---|---|
| 5 | 0 |
| 4 | 0 |
| | |

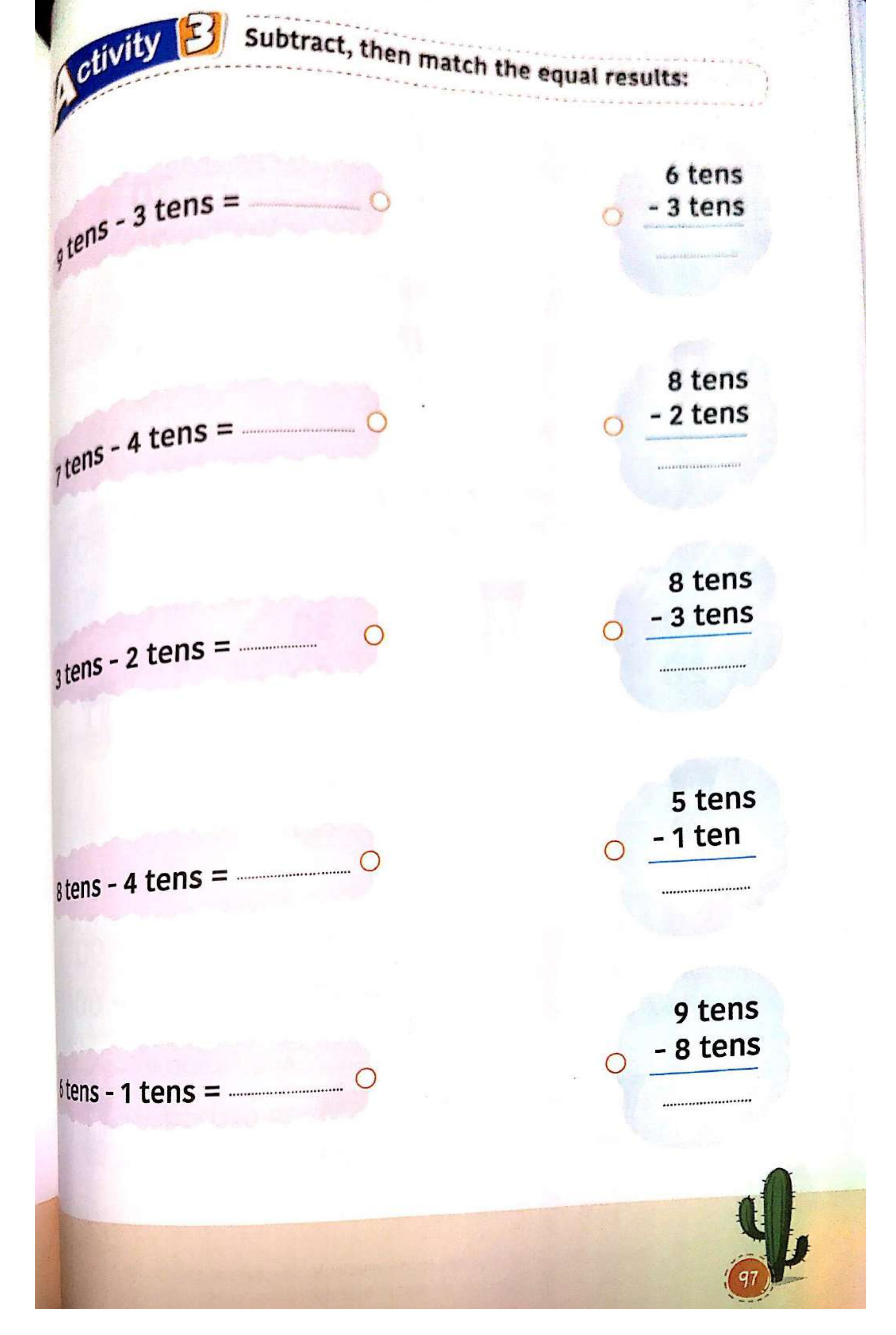
| Tens | Ones |
|---|---|
| 8 | 0 |
| 5 | 0 |
| | |

| Tens | Ones |
|---|---|
| 7 | 0 |
| 3 | 0 |
| | |

| Tens | Ones |
|---|---|
| 9 | 0 |
| 6 | 0 |
| | |



**Parents' Tips:**
- Assist your child to understand how to use the place value to subtract multiples of 10 from multiples of 10 within 90.
- Help your child to solve some problems about subtraction multiples of 10.



Activity 3 Subtract, then match the equal results:

9 tens - 3 tens = ..........

7 tens - 4 tens = ..........

3 tens - 2 tens = ..........

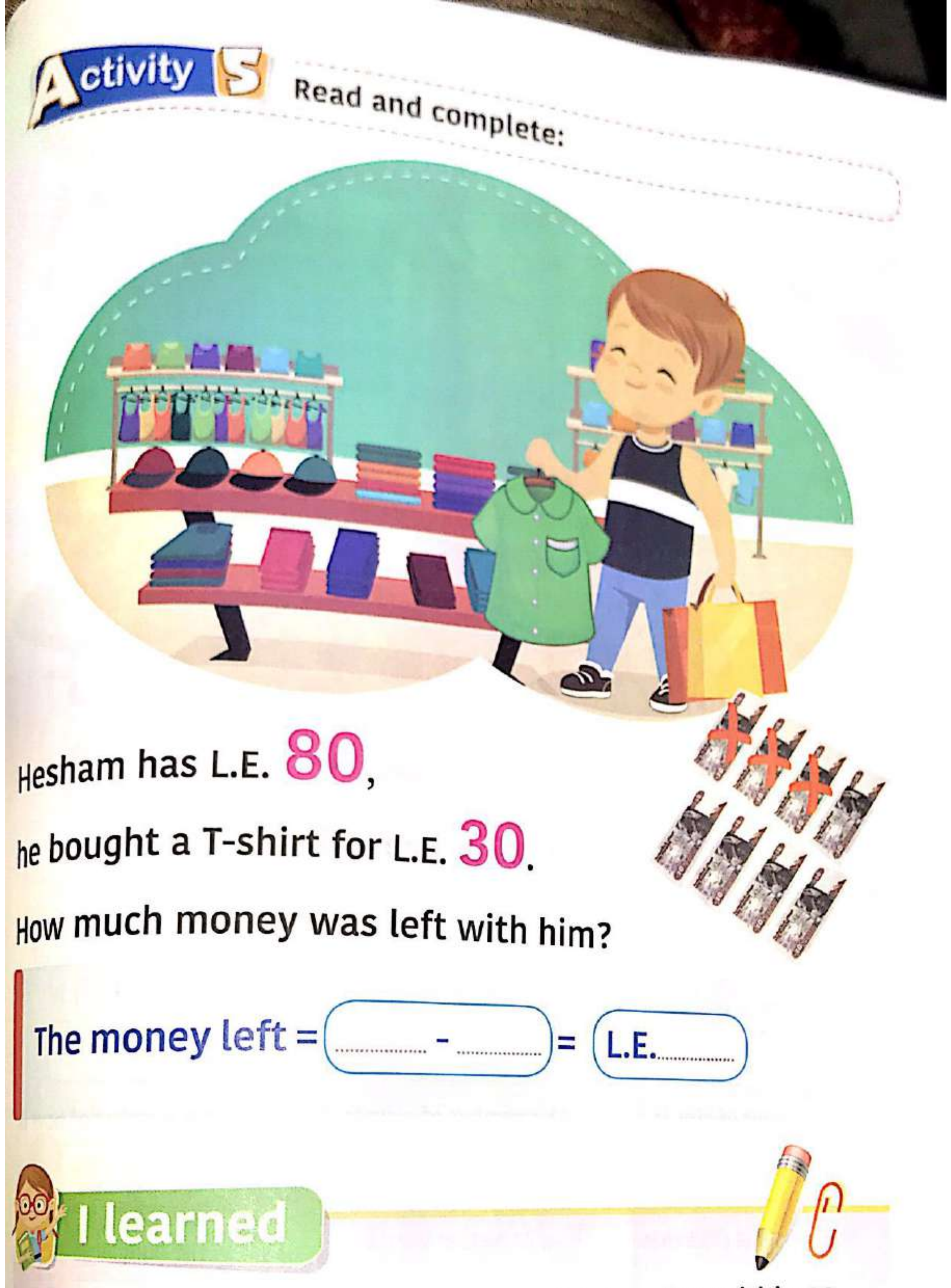
8 tens - 4 tens = ..........

6 tens - 1 tens = ..........

| 6 tens<br>- 3 tens<br>.......... |
|---|
| 8 tens<br>- 2 tens<br>.......... |
| 8 tens<br>- 3 tens<br>.......... |
| 5 tens<br>- 1 ten<br>.......... |
| 9 tens<br>- 8 tens<br>.......... |


Activity 4
Subtract the numbers and write down the correct answer as the example:
20
- 10
10
90
- 10
70
- 20
50
- 40
80
- 10
40
- 20
30
- 10
50
- 30
70
- 50
90
- 60
98

## Activity 5 Read and complete:



Hesham has L.E. 80,

he bought a T-shirt for L.E. 30.

How much money was left with him?

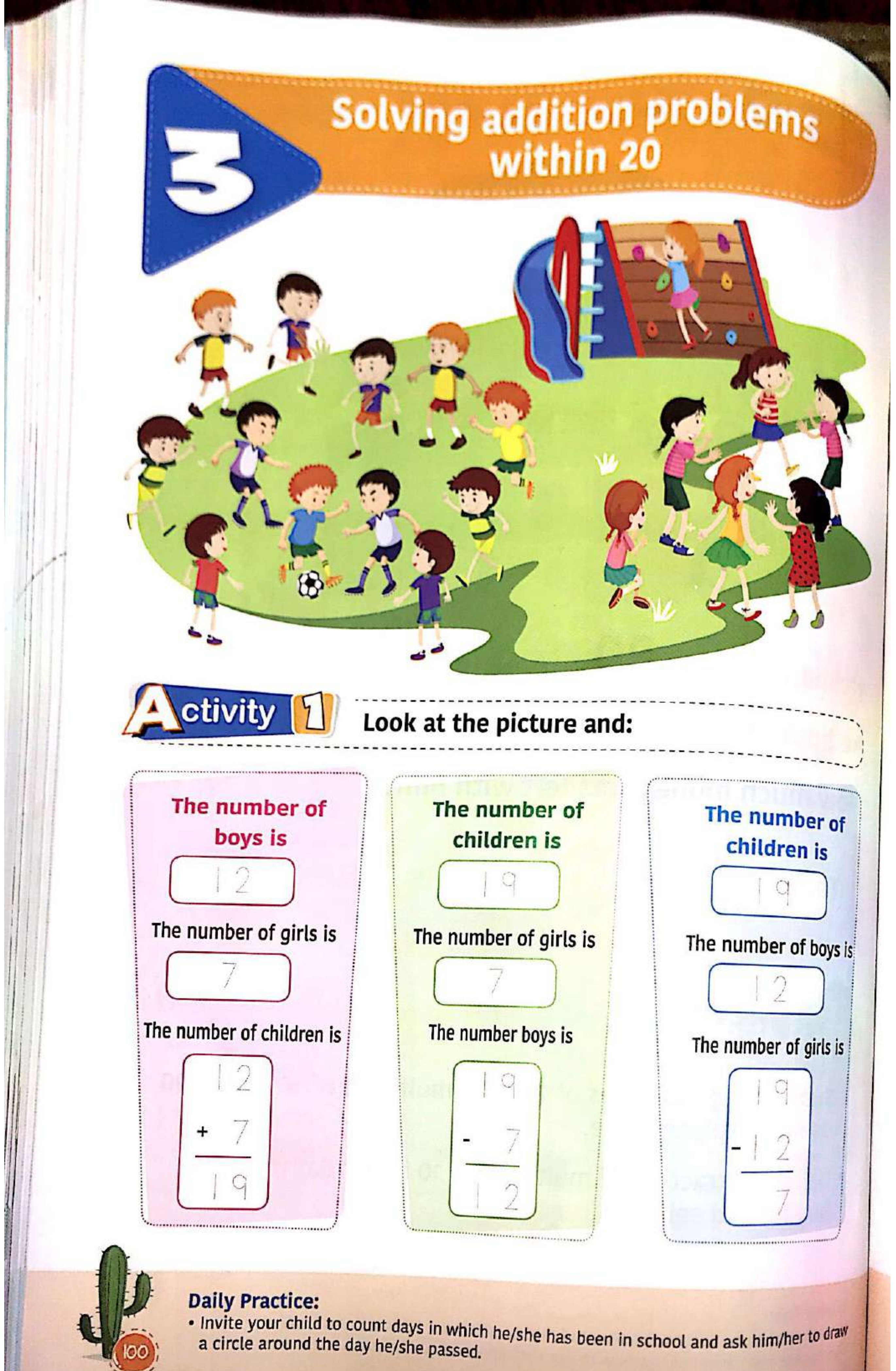
The money left = ( .................. - .................. ) = L.E. ..................

## I learned

- Subtracting multiples of 10 from multiples of 10 within 90 using the place value.
- Using subtraction of multiples of 10 in our daily life for buying and selling.

**Parents' Tips:**

- Help your child calculate the amount of money which was left using subtraction.
- Encourage your child to know how to use subtraction in our daily life.



# 3 Solving addition problems within 20

## Activity 1

Look at the picture and:

**The number of boys is** 12

The number of girls is 7

The number of children is

$$\begin{array}{r} 12 \\ +\ \ 7 \\ \hline 19 \end{array}$$

**The number of children is** 19

The number of girls is 7

The number boys is

$$\begin{array}{r} 19 \\ -\ \ 7 \\ \hline 12 \end{array}$$

**The number of children is** 19

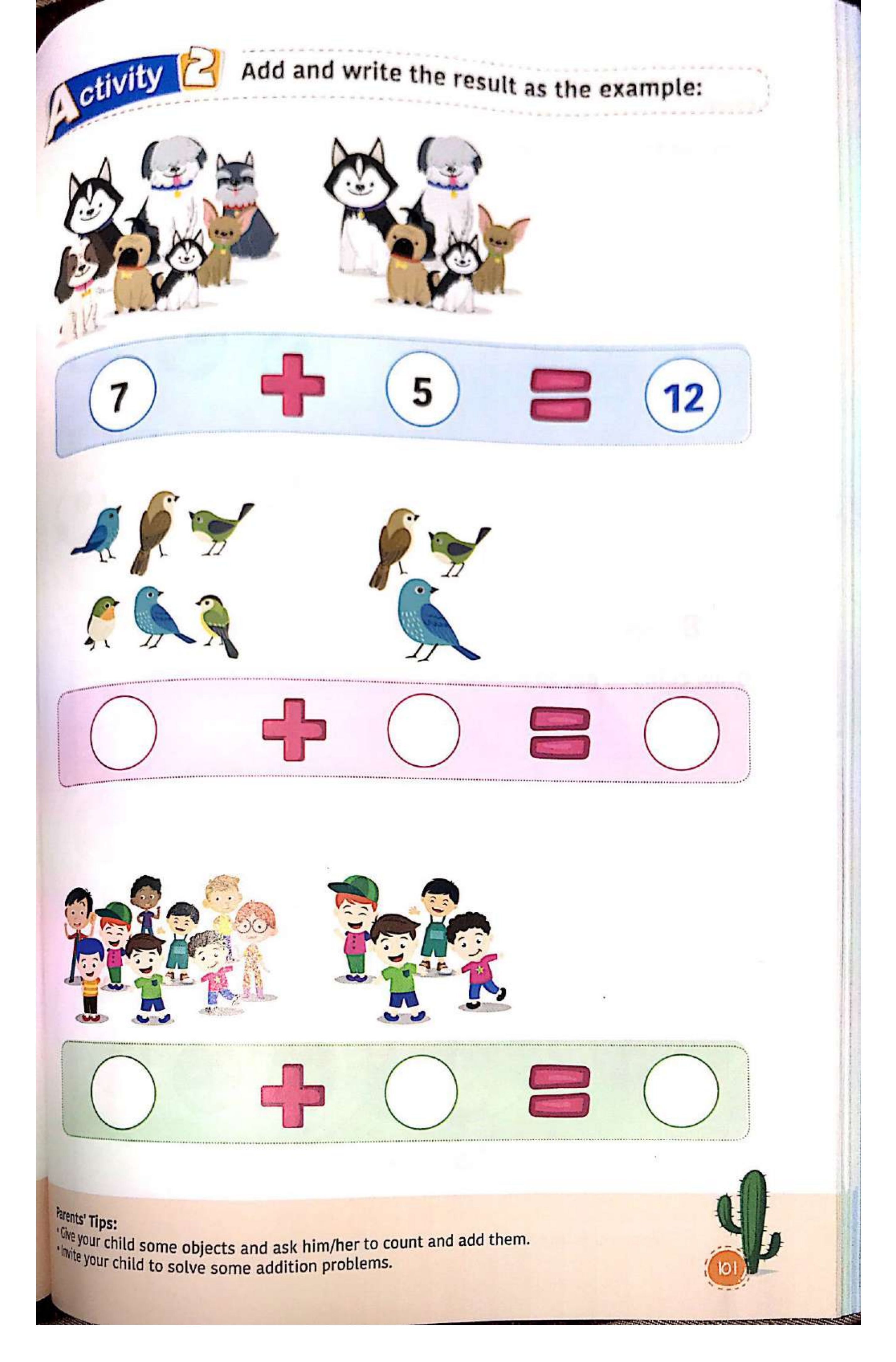
The number of boys is 12

The number of girls is

$$\begin{array}{r} 19 \\ -12 \\ \hline 7 \end{array}$$

**Daily Practice:**

- Invite your child to count days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed.



## Activity 2

Add and write the result as the example:

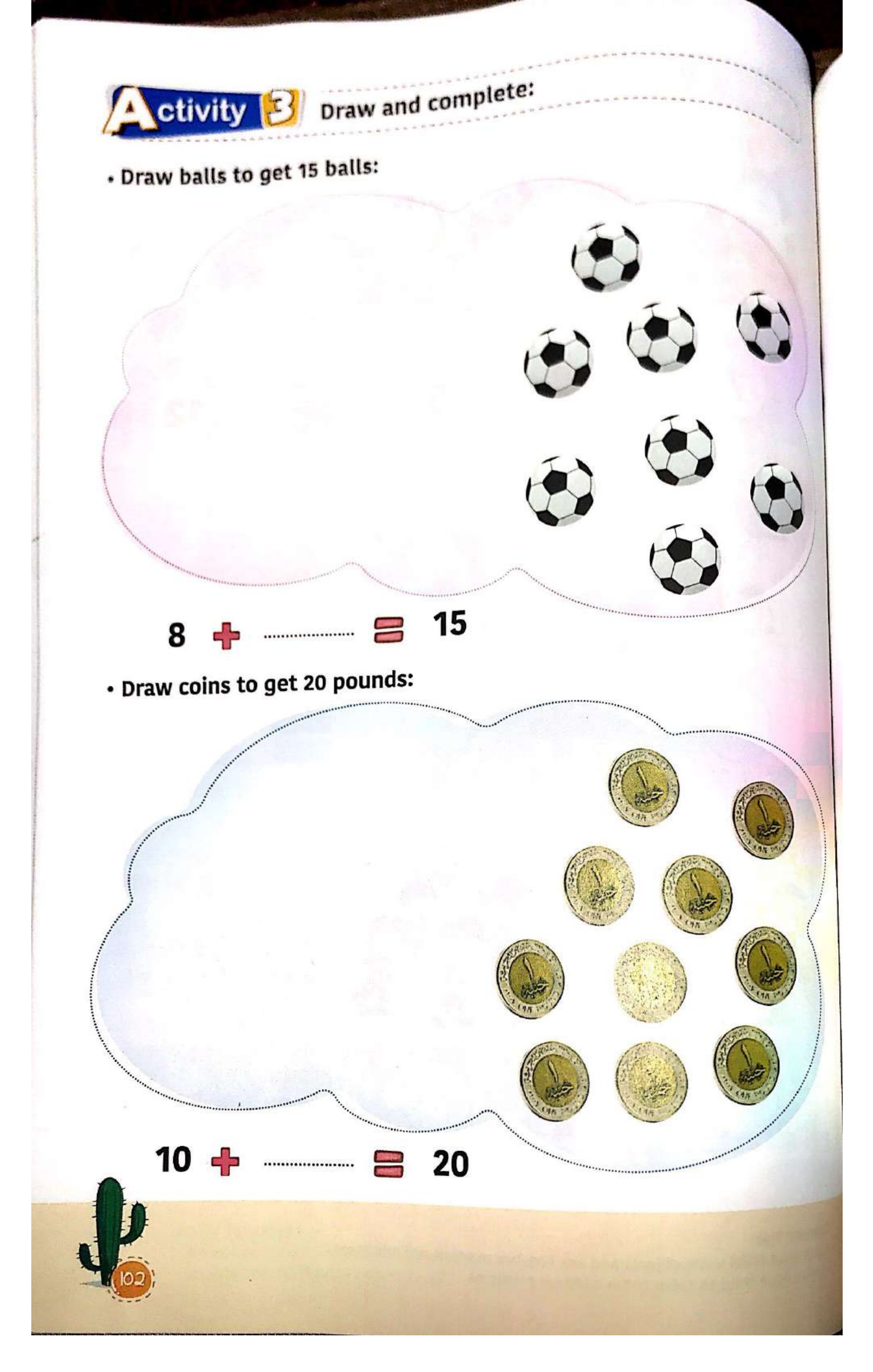
7 + 5 = 12

○ + ○ = ○

○ + ○ = ○

**Parents' Tips:**

- Give your child some objects and ask him/her to count and add them.
- Invite your child to solve some addition problems.



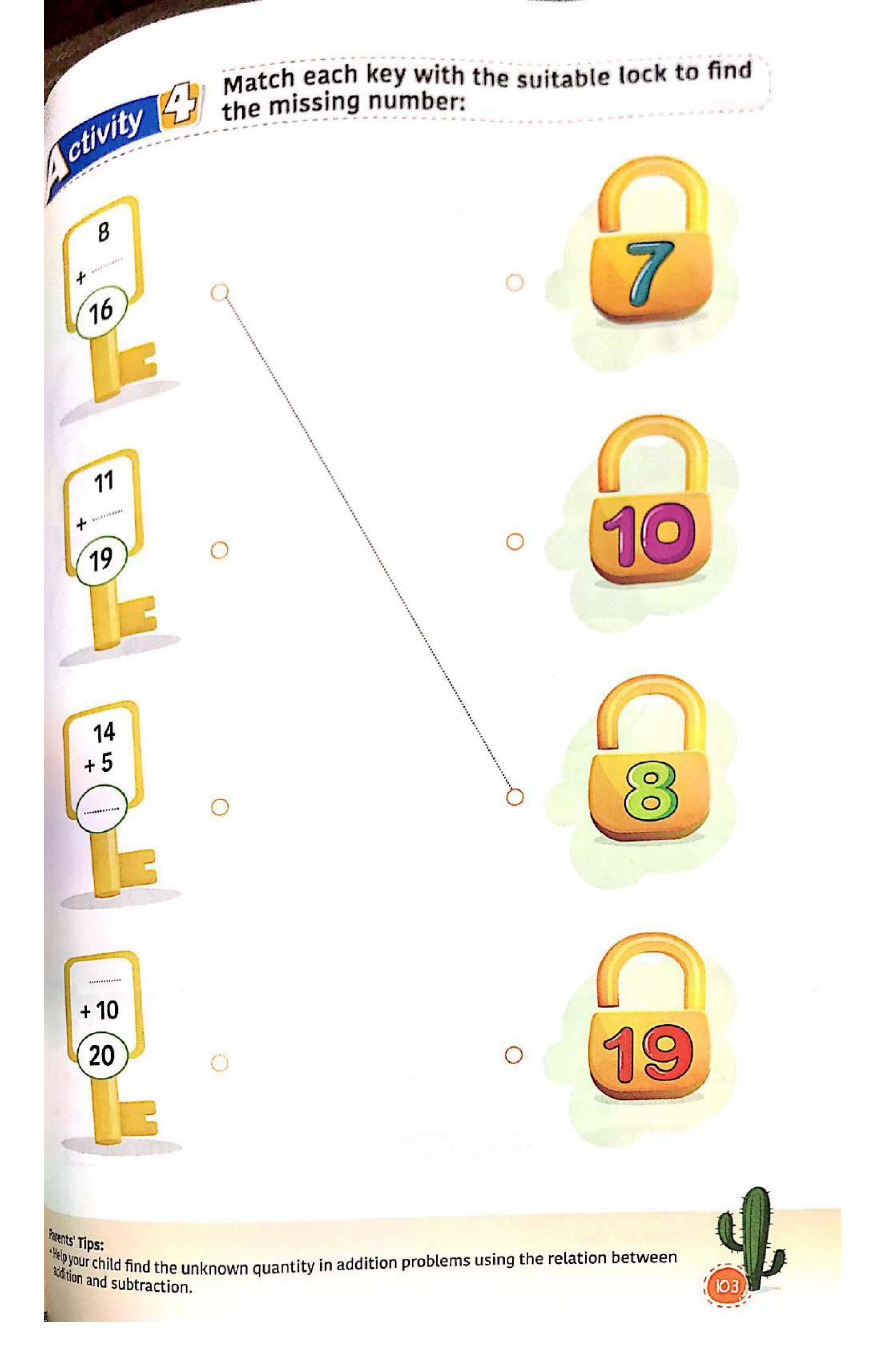
## Activity 3 Draw and complete:

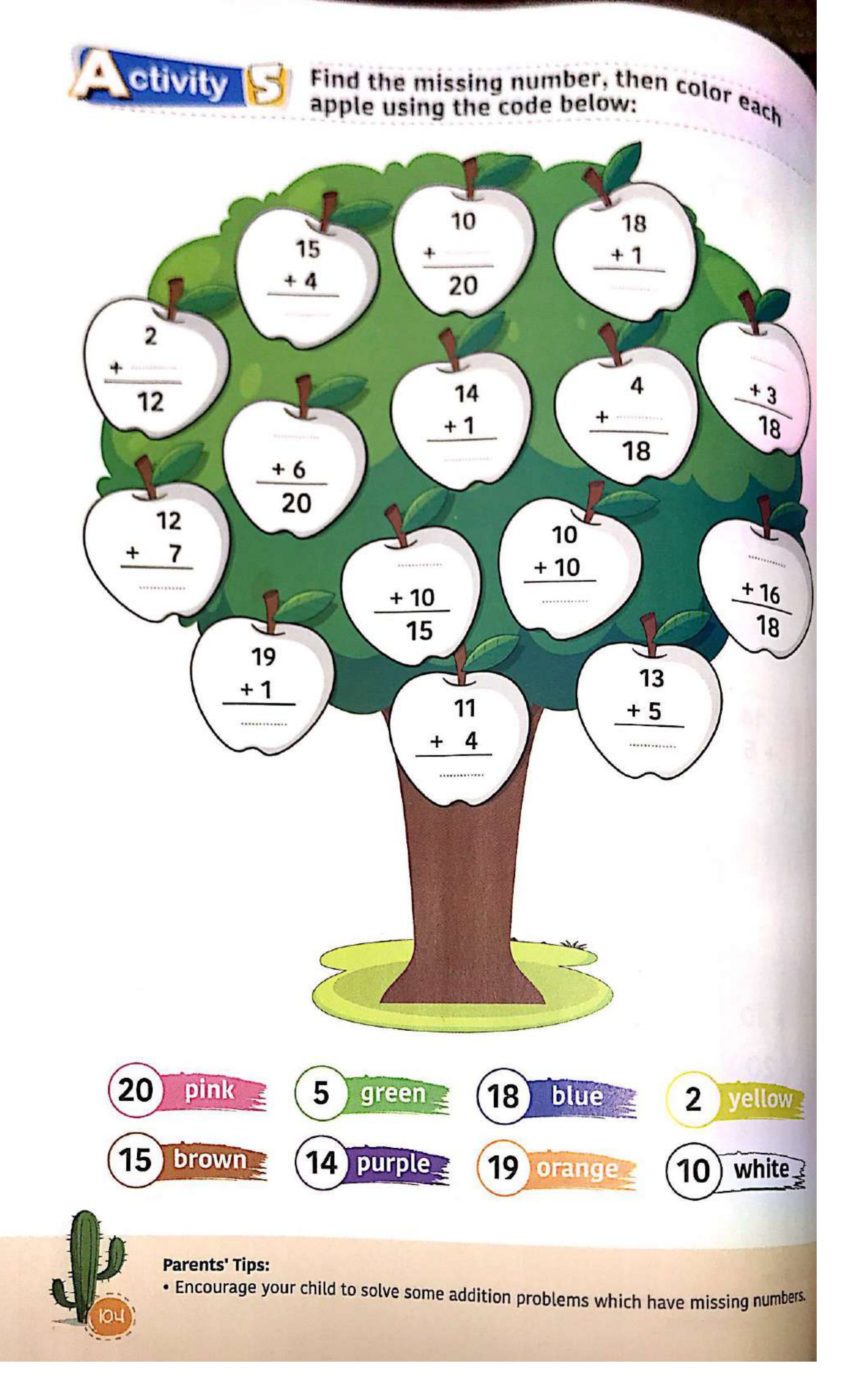
- Draw balls to get 15 balls:

8 + .................. = 15

- Draw coins to get 20 pounds:

10 + .................. = 20


Activity 4
Match each key with the suitable lock to find the missing number:
8
+ ........
16
11
+ ........
19
14
+ 5
........
........
+ 10
20
7
10
8
19
Parents' Tips:
• Help your child find the unknown quantity in addition problems using the relation between addition and subtraction.
103


Activity 5
Find the missing number, then color each apple using the code below:
15 + 4
10 + 20
18 + 1
2 + 12
14 + 1
4 + 18
+ 3 18
+ 6 20
12 + 7
10 + 10
+ 10 15
+ 16 18
19 + 1
11 + 4
13 + 5
20 pink
5 green
18 blue
2 yellow
15 brown
14 purple
19 orange
10 white
Parents' Tips:
• Encourage your child to solve some addition problems which have missing numbers.
104

## Activity 6 Read and complete:




Kenzi wants to buy an ice-cream,

but she only has 13 pounds in her pocket.

How many more pounds does she need?

She needs = 13 + ........ = 20 pounds








- Solving addition story problems within 20.
- Solving addition problems to find an unknown quantity.
- Using the relation between addition and subtraction.

**Parents' Tips:**
- Assist your child to calculate how much money he/she needs to buy ice cream using subtraction 20 pounds - 13 pounds.
- Encourage your child to learn how to use addition in daily life.





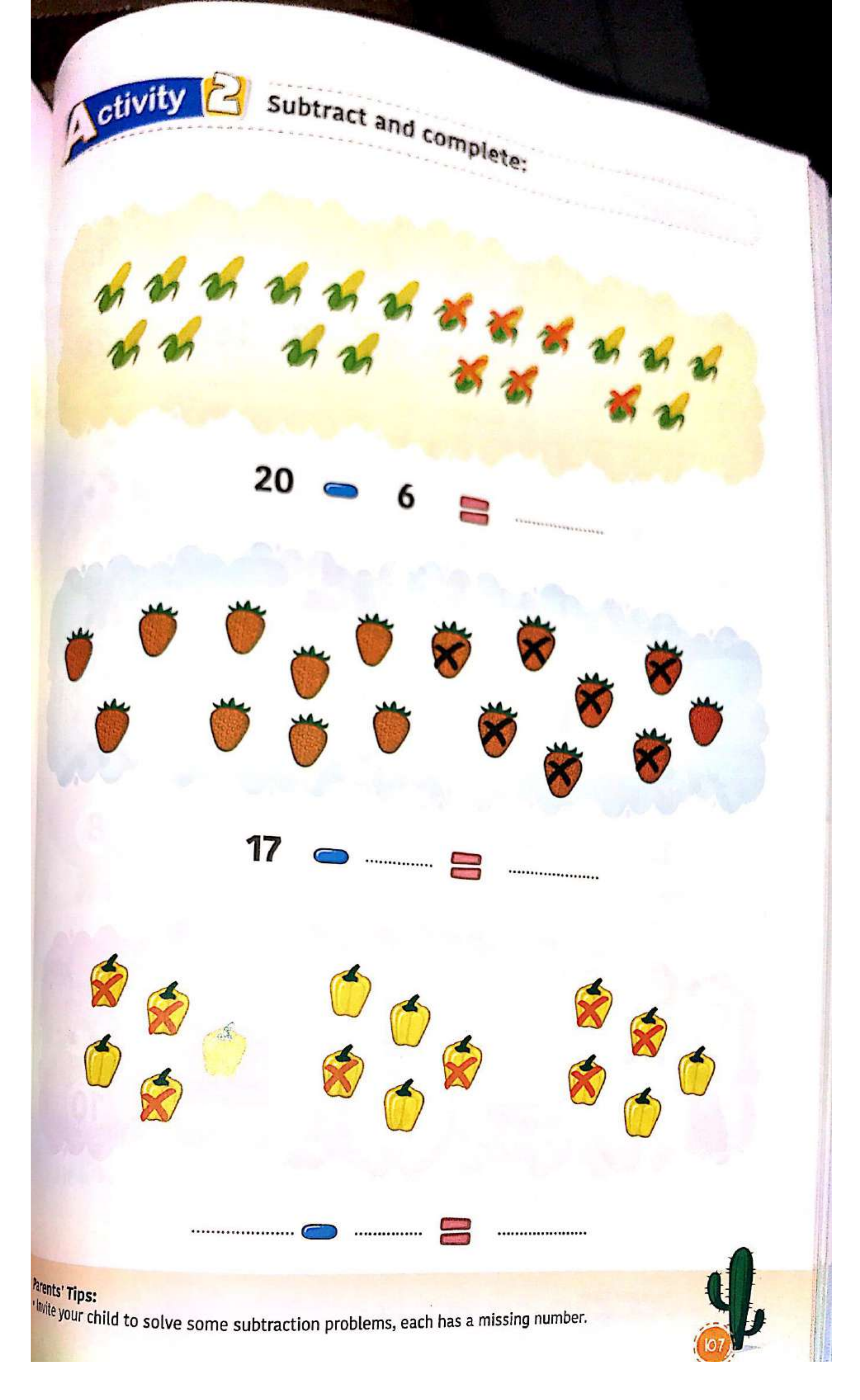
# 4 Subtraction within 20

**Activity 1** Look at the picture above and answer:

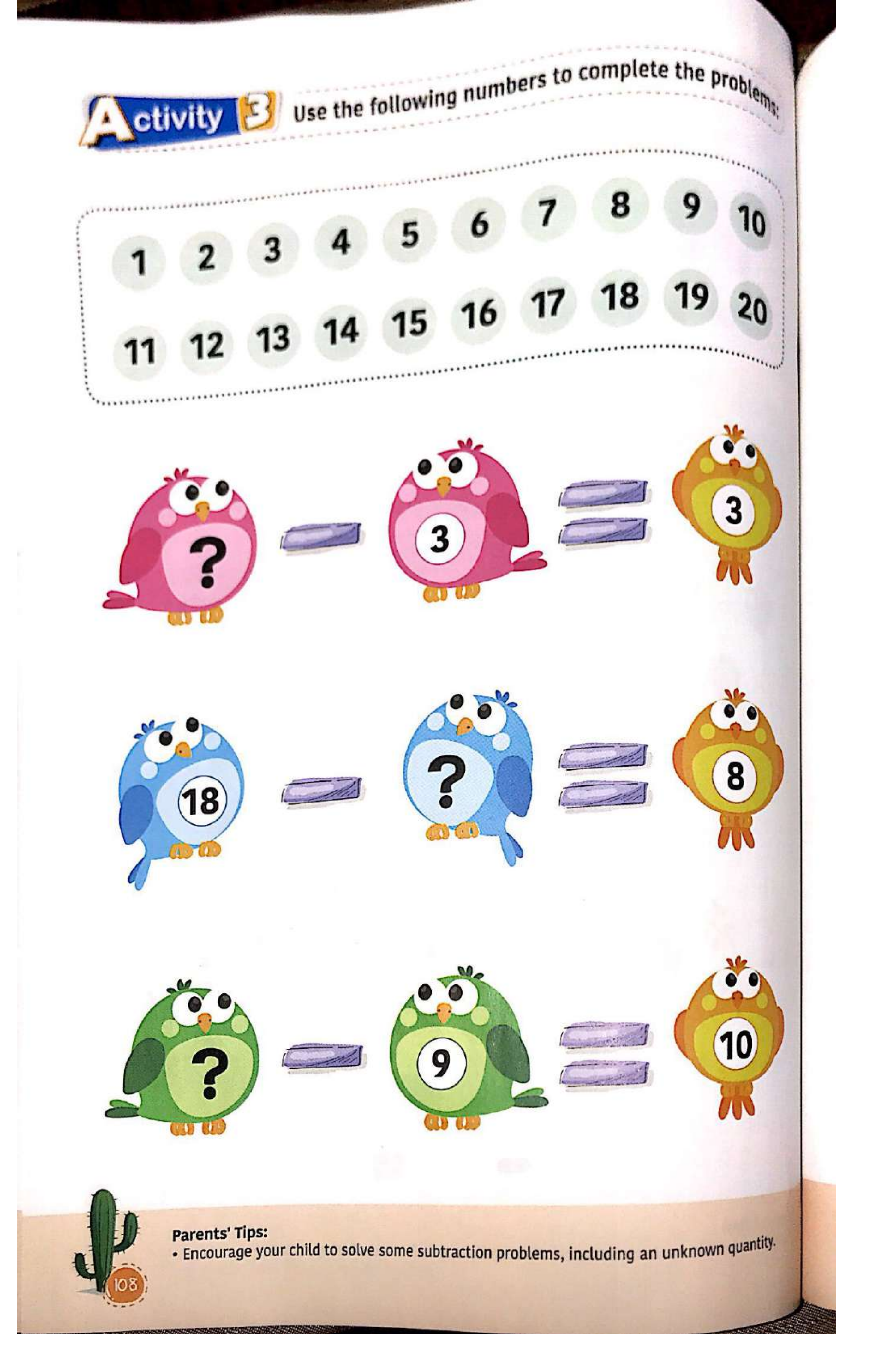
- How many ? 19 - 14 = 5
- How many ? 19 - 5 = 14

**Daily Practice:**

- Invite your child to count days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed.




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## Activity 3 Use the following numbers to complete the problems:

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

? − 3 = 3

18 − ? = 8

? − 9 = 10

**Parents' Tips:**

- Encourage your child to solve some subtraction problems, including an unknown quantity.

## Activity 4 At a toy shop. Complete the table:

| OBJECTS | Price | Discount | Paid |
|---|---|---|---|
| | L.E. 18 | L.E. 4 | L.E. 14 |
| | L.E. 16 | L.E. ...... | L.E. 11 |
| | L.E. ...... | L.E. 10 | L.E. 10 |
| | L.E. 20 | L.E. 8 | L.E. ...... |
| | L.E. ...... | L.E. 6 | L.E. 13 |



## I learned



- Solving subtraction story problems within 20.
- Solving subtraction problems to find an unknown quantity.
- How to use subtraction problems in our daily life.

**Parents' Tips:**

- Invite your child to solve some problems about buying and selling using subtraction.





# 5 Counting by ones and tens using hundred chart

Adding (1) →

Adding (10) ↓

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | 10 |
| 11 | | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | |
| 61 | 62 | | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | | 77 | 78 | 79 | 80 |
| | 82 | 83 | 84 | 85 | 86 | 87 | | 89 | 90 |
| 91 | 92 | 93 | | 95 | 96 | 97 | 98 | 99 | 100 |

## Activity 1

Using the hundred chart, start from the **red** number to find the number hidden behind each picture:

| | | | | |
|---|---|---|---|---|
| ........ | ........ | ........ | ........ | ........ |
| ........ | ........ | ........ | ........ | ........ |

**Daily Practice:**

- Invite your child to count days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed.

Activity 2 Subtract, then use the color key to color in the correct squares:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

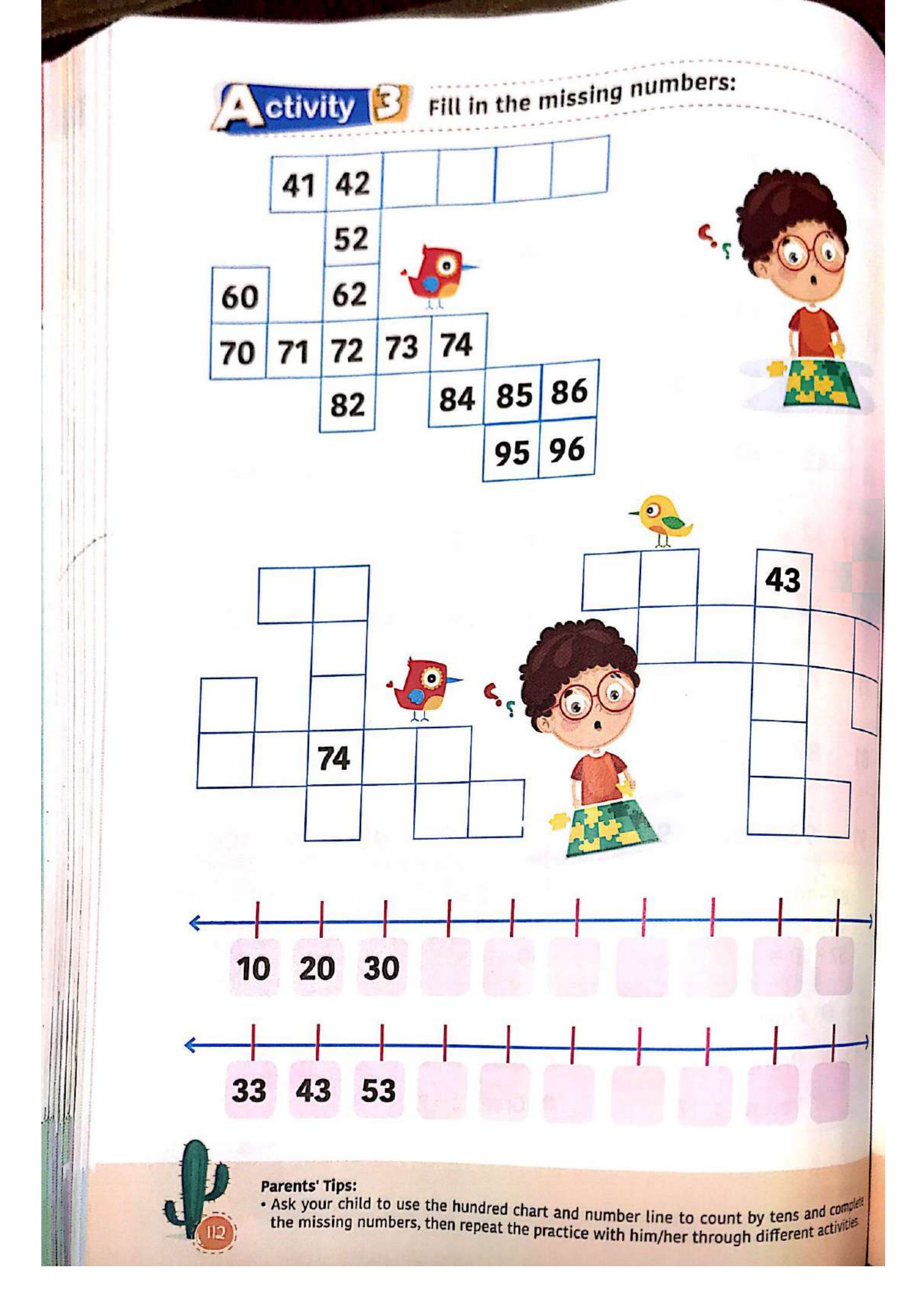
87 - 10 = ..........
40 - 20 = ..........
57 - 50 = ..........

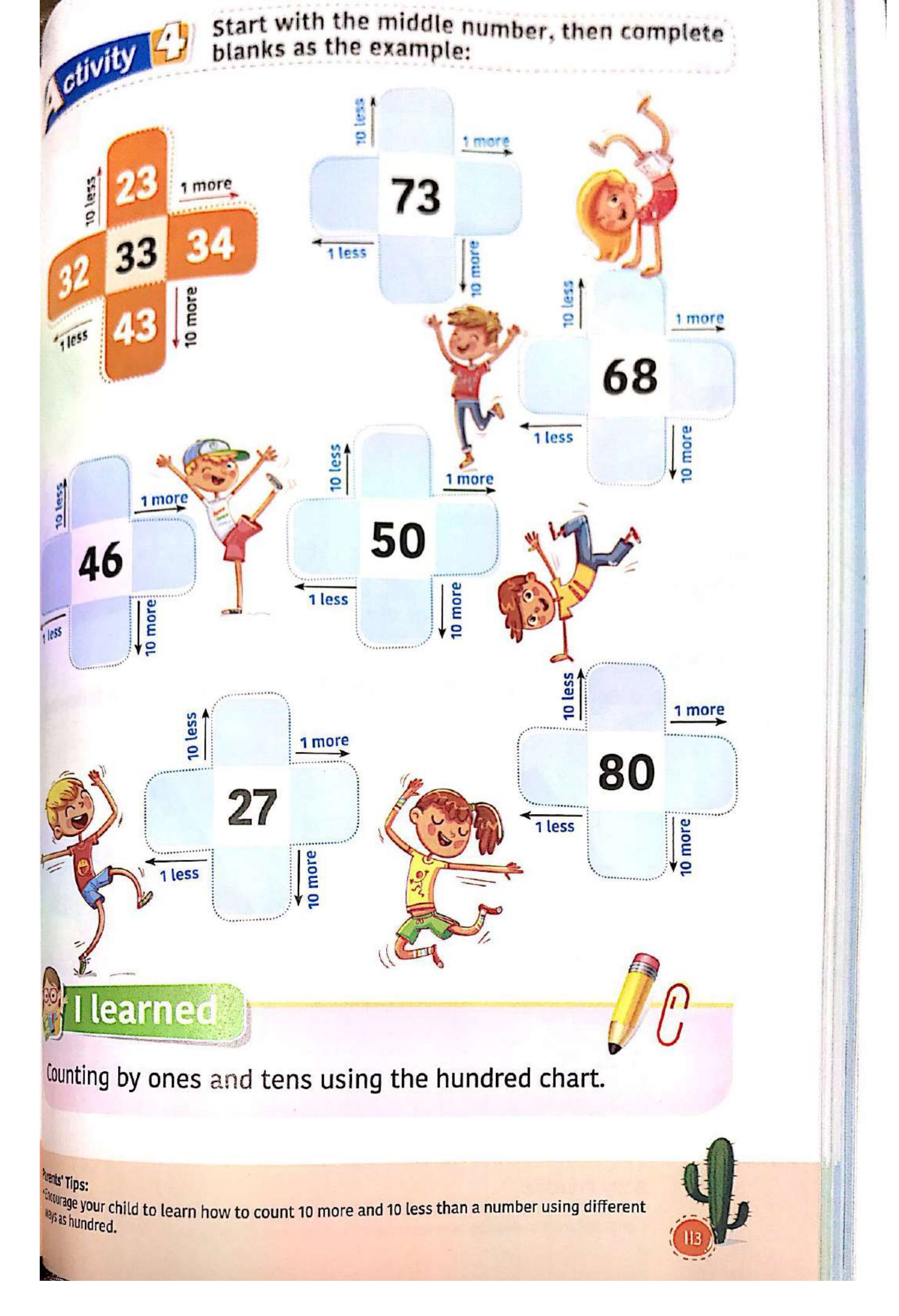
90 - 20 = ..........
70 - 60 = ..........
60 - 10 = ..........

Purple : 50
Orange : 10
Yellow : 7

Red : 70
Blue : 20
Green : 77

Parents' Tips:
Invite your child to learn how to use the hundred chart to count by tens and assist him/her to make some activities about counting using the hundred chart.


Activity 3
Fill in the missing numbers:
41
42
52
60
62
70
71
72
73
74
82
84
85
86
95
96
43
74
10
20
30
33
43
53
Parents' Tips:
• Ask your child to use the hundred chart and number line to count by tens and complete the missing numbers, then repeat the practice with him/her through different activities.
112



## Activity 4

Start with the middle number, then complete blanks as the example:



## I learned

Counting by ones and tens using the hundred chart.

**Parents' Tips:**

- Encourage your child to learn how to count 10 more and 10 less than a number using different ways as hundred.

# 6 Counting by ones and tens using amounts of money



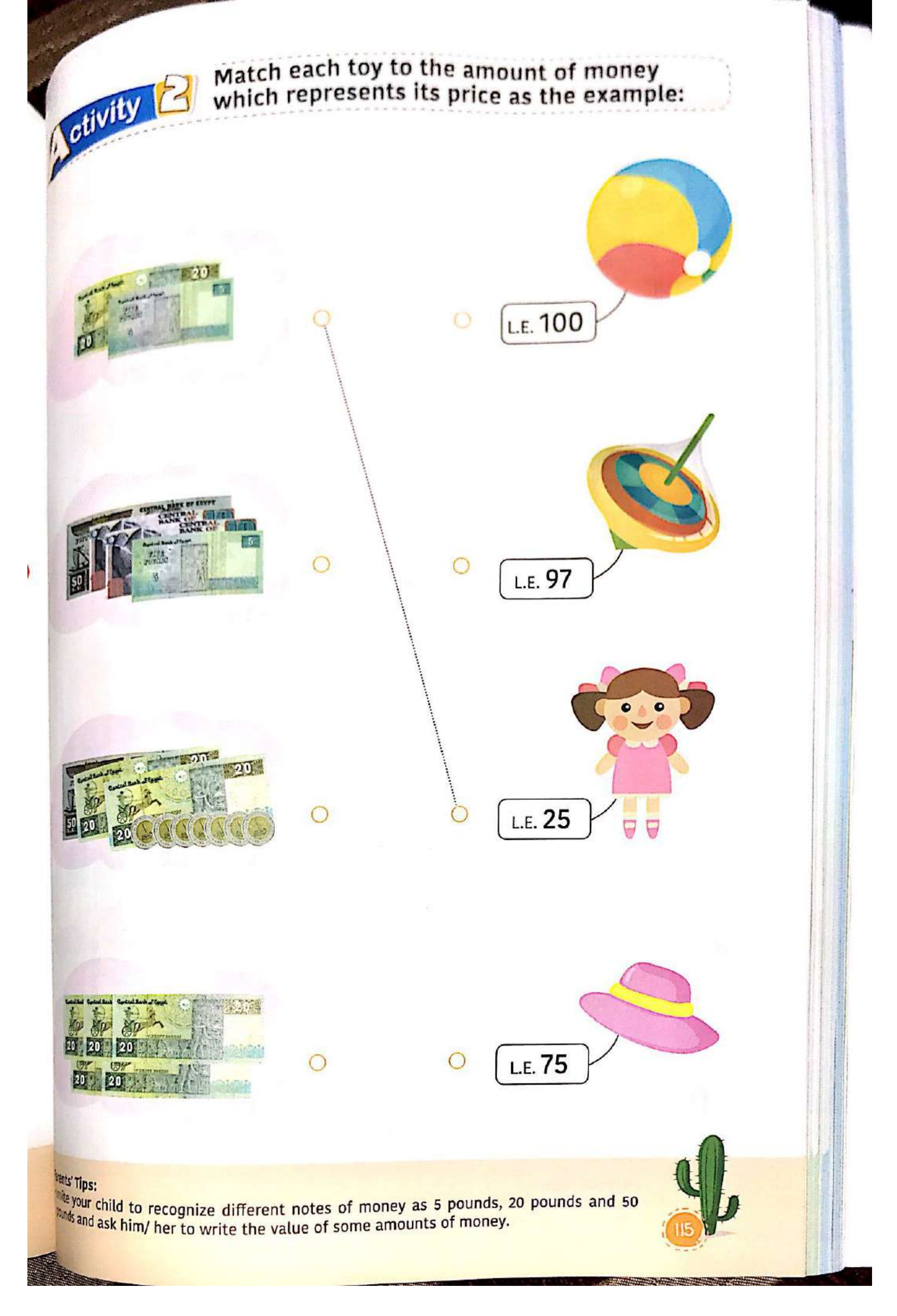

**Activity 1** Write the amount of money in each of the following:

L.E. ..................

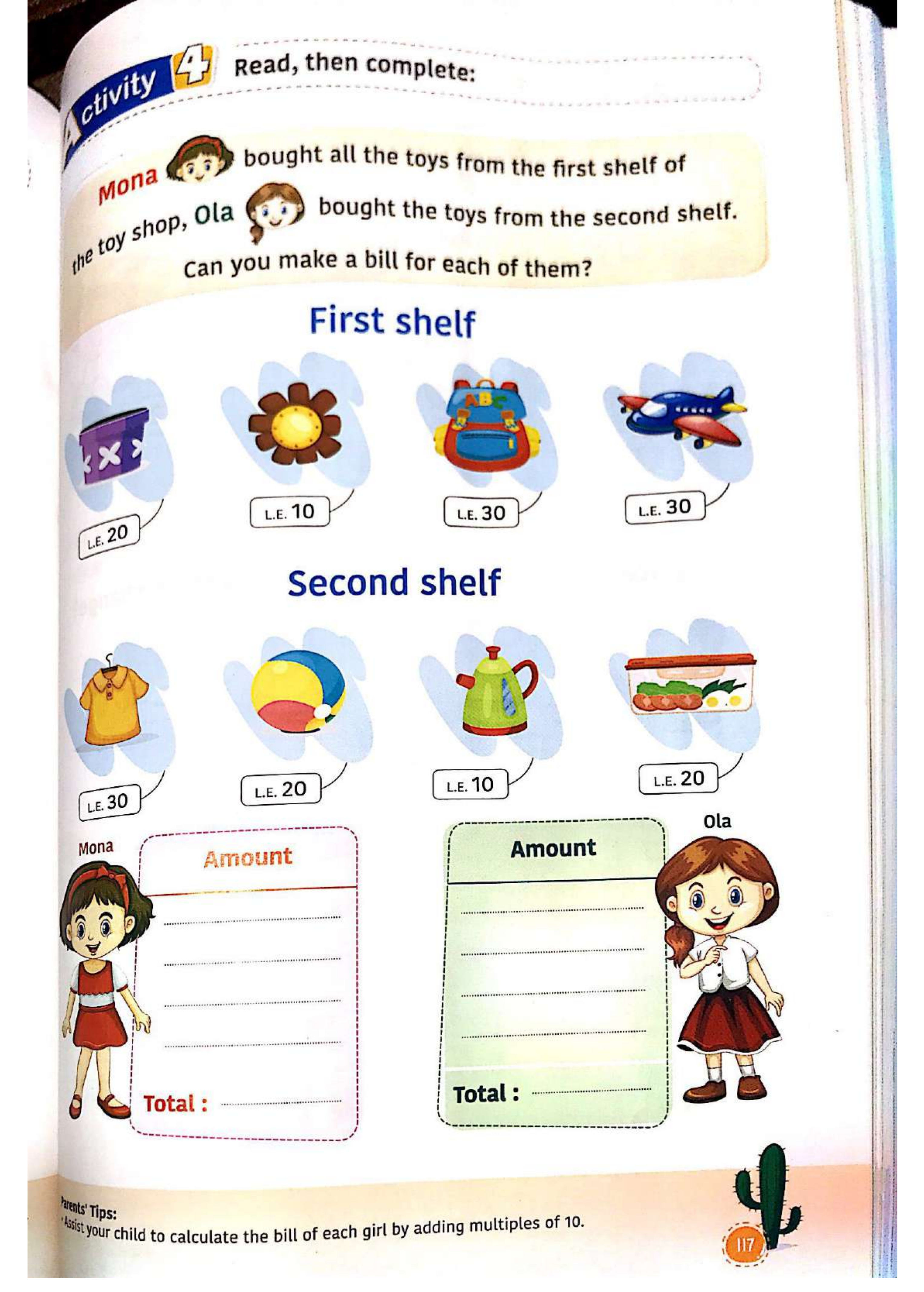
L.E. ..................

**Daily Practice:**

- Invite your child to count days in which he/she has been in school and ask him/her to draw a circle around the day he/she passed.


Activity 2
Match each toy to the amount of money which represents its price as the example:
L.E. 100
L.E. 97
L.E. 25
L.E. 75
Tips:
your child to recognize different notes of money as 5 pounds, 20 pounds and 50
and ask him/ her to write the value of some amounts of money.
115


Activity 3
Complete to get the price as the example:
Pizza slice
L.E. 20
Hot dog
L.E. 10
Beefburger
L.E. 40
Cheeseburger
L.E. 30
Fish and chips
L.E. 50
Price: L.E. 30
Price: L.E.
Price: L.E.
Price: L.E.
Parents' Tips:
• Encourage your child to learn how to calculate the price of more objects and assist him/her to solve some problems about that.
• Encourage your child to use money to count by ones and tens.
116



Activity 4 Read, then complete:

Mona bought all the toys from the first shelf of the toy shop, Ola bought the toys from the second shelf.

Can you make a bill for each of them?

## First shelf

L.E. 20 | L.E. 10 | L.E. 30 | L.E. 30

## Second shelf

L.E. 30 | L.E. 20 | L.E. 10 | L.E. 20

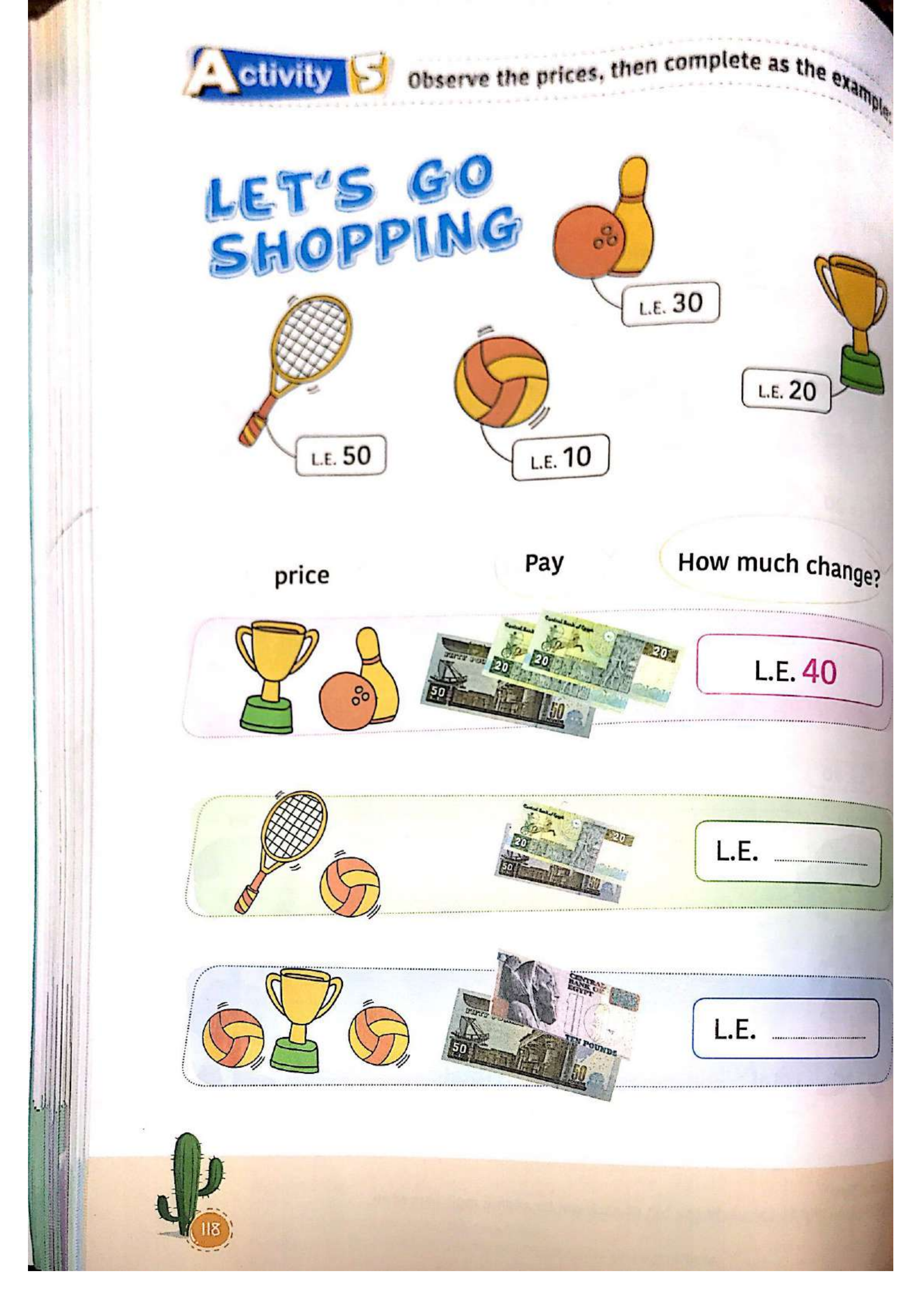
Mona

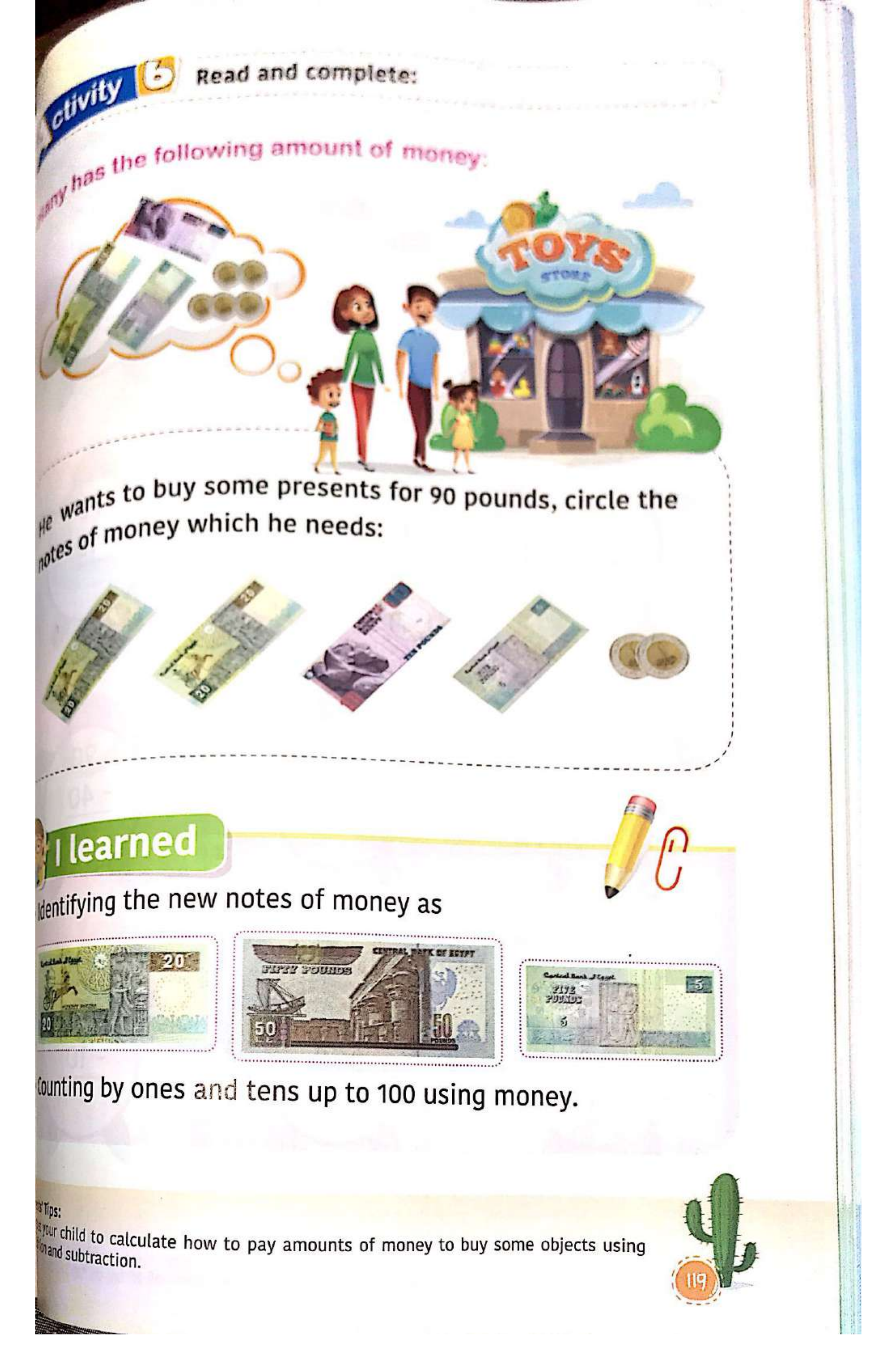
| Amount |
| --- |
| ........................ |
| ........................ |
| ........................ |
| ........................ |
| Total : ............ |

Ola

| Amount |
| --- |
| ........................ |
| ........................ |
| ........................ |
| ........................ |
| Total : ............ |

Parents' Tips:
• Assist your child to calculate the bill of each girl by adding multiples of 10.


Activity 5
Observe the prices, then complete as the example:
LET'S GO SHOPPING
L.E. 30
L.E. 20
L.E. 50
L.E. 10
price
Pay
How much change?
L.E. 40
L.E. ..........
L.E. ..........
118



## ctivity 6 Read and complete:

ny has the following amount of money:



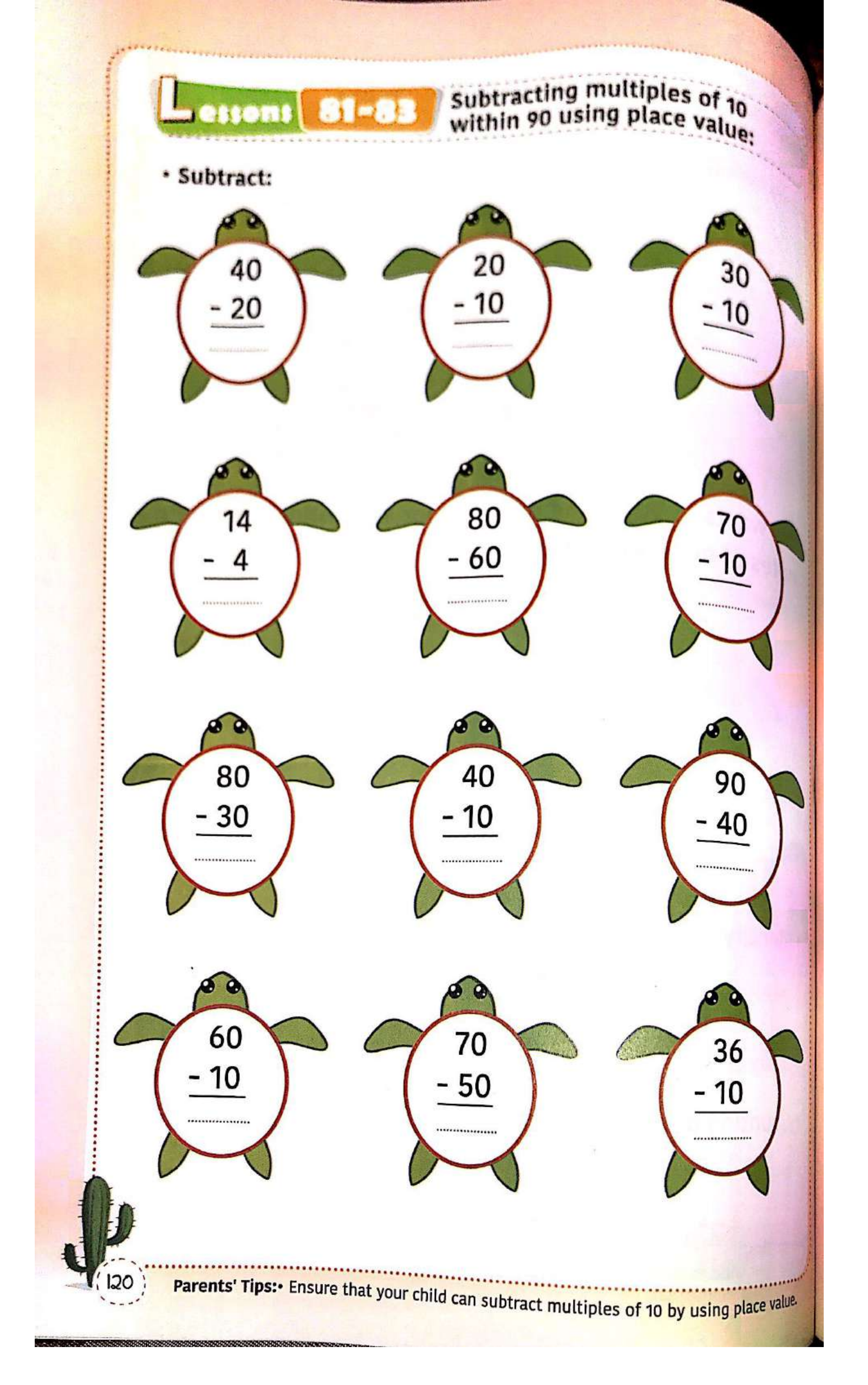
He wants to buy some presents for 90 pounds, circle the notes of money which he needs:

## I learned

Identifying the new notes of money as

Counting by ones and tens up to 100 using money.

Tips:
your child to calculate how to pay amounts of money to buy some objects using on and subtraction.



## Lesson 81-83 Subtracting multiples of 10 within 90 using place value:

• Subtract:

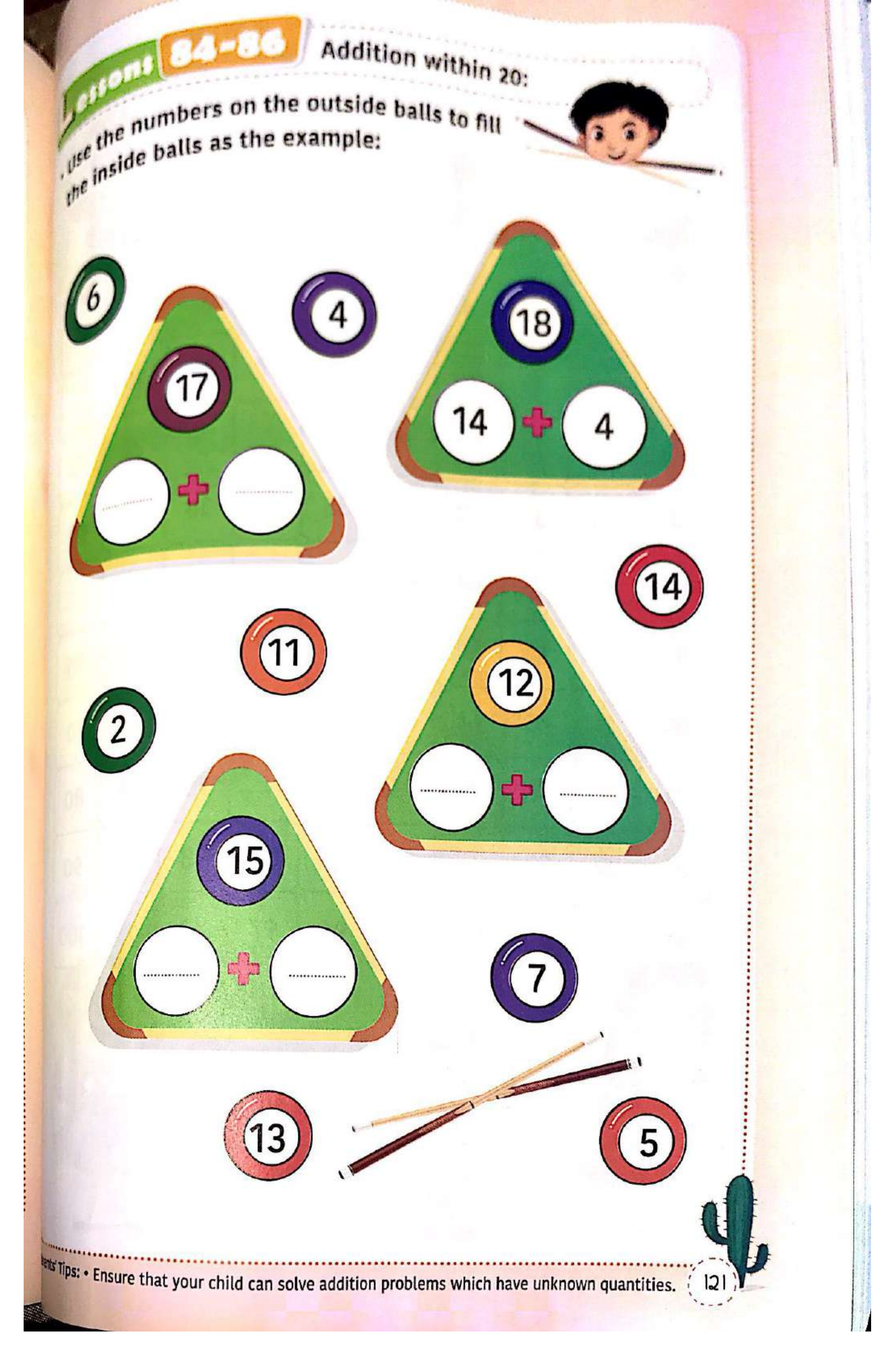
| | | |
|---|---|---|
| 40 − 20 = ........ | 20 − 10 = ........ | 30 − 10 = ........ |
| 14 − 4 = ........ | 80 − 60 = ........ | 70 − 10 = ........ |
| 80 − 30 = ........ | 40 − 10 = ........ | 90 − 40 = ........ |
| 60 − 10 = ........ | 70 − 50 = ........ | 36 − 10 = ........ |



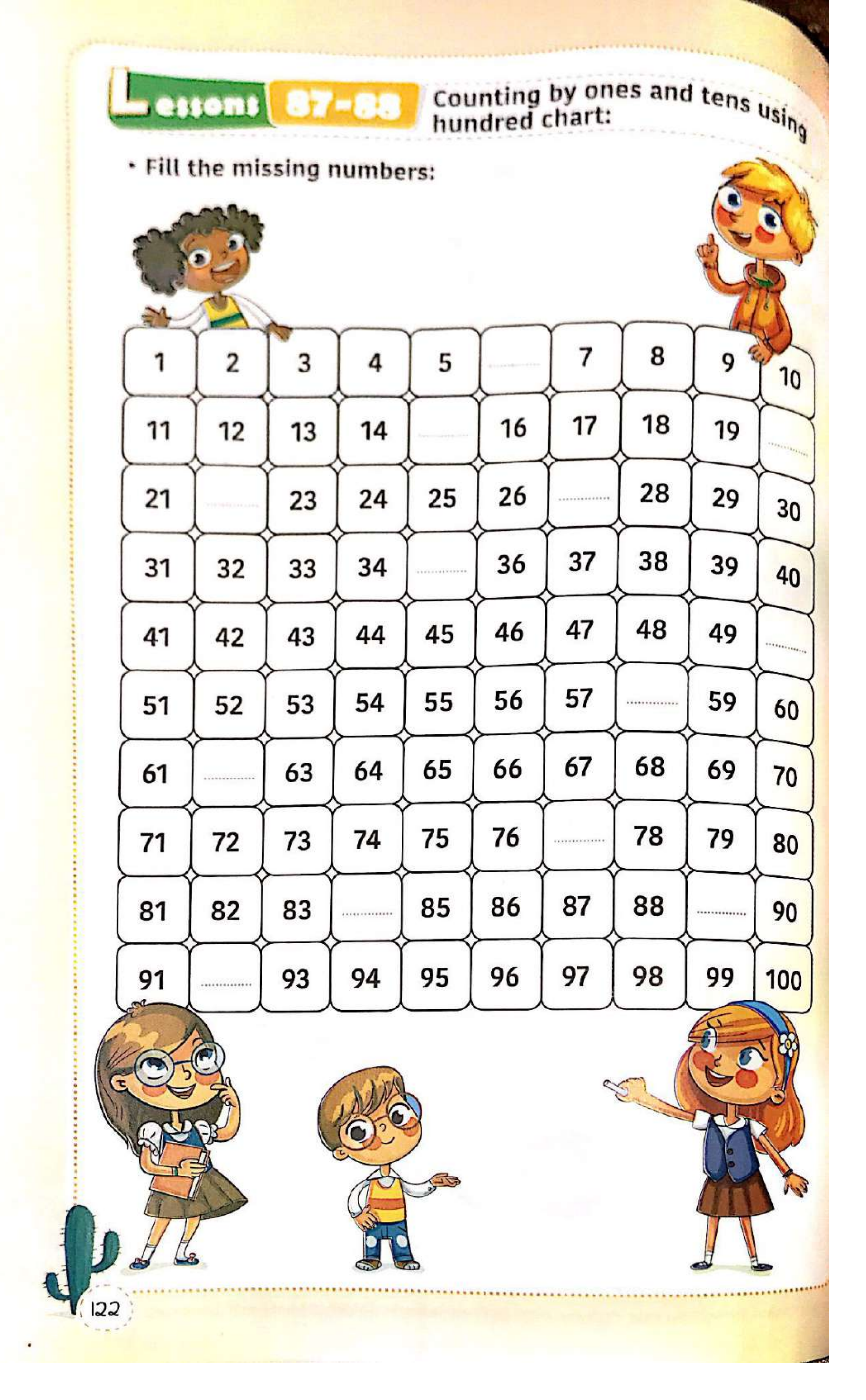
**Parents' Tips:** • Ensure that your child can subtract multiples of 10 by using place value.

## Addition within 20:

. Use the numbers on the outside balls to fill the inside balls as the example:



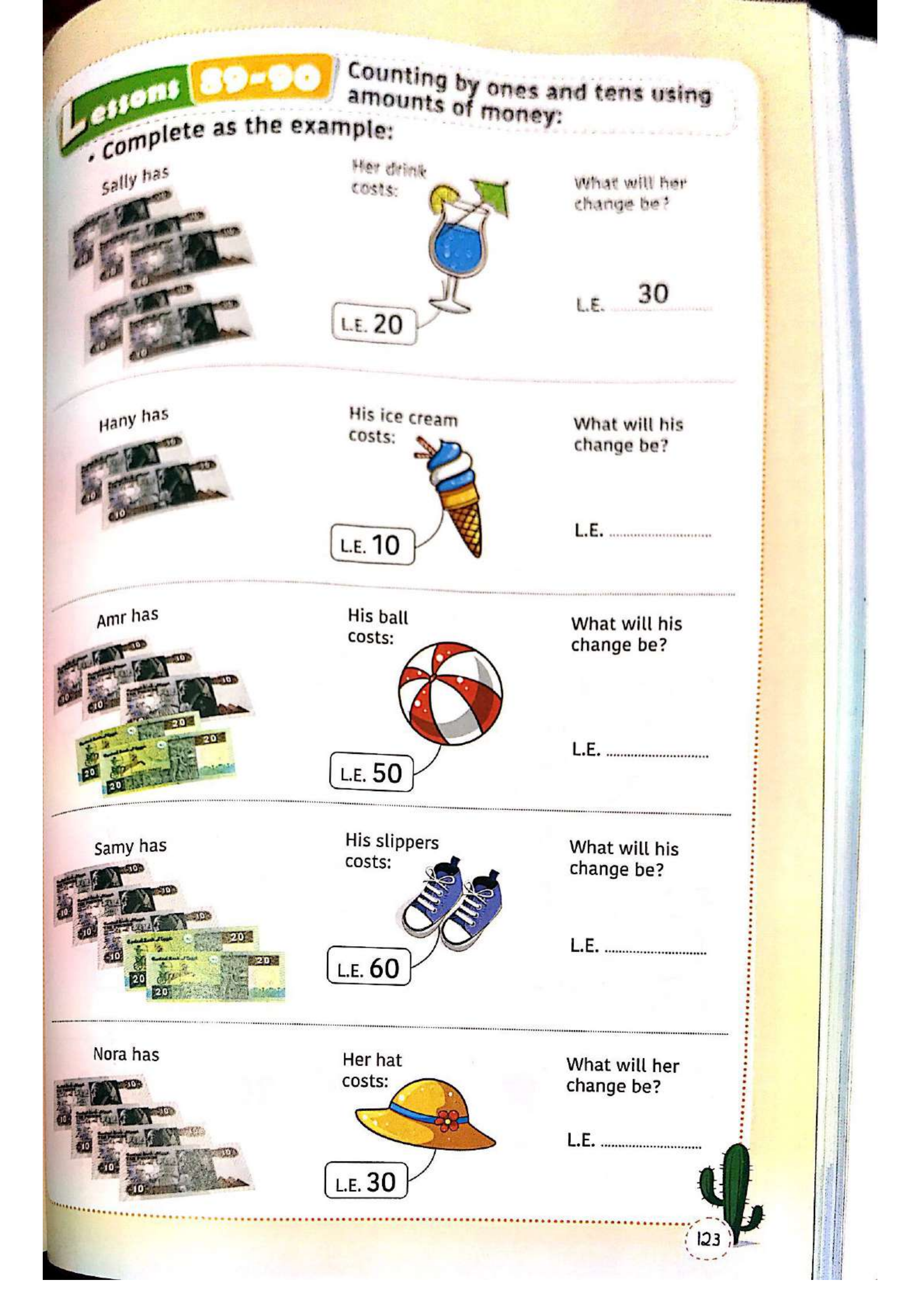

Parents' Tips: • Ensure that your child can solve addition problems which have unknown quantities.



## Lessons 87-88 Counting by ones and tens using hundred chart:

• Fill the missing numbers:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | ...... | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | ...... | 16 | 17 | 18 | 19 | ...... |
| 21 | ...... | 23 | 24 | 25 | 26 | ...... | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | ...... | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | ...... |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | ...... | 59 | 60 |
| 61 | ...... | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | ...... | 78 | 79 | 80 |
| 81 | 82 | 83 | ...... | 85 | 86 | 87 | 88 | ...... | 90 |
| 91 | ...... | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |



## Lessons 89-90 Counting by ones and tens using amounts of money:

• Complete as the example:

Sally has

Her drink costs: L.E. 20

What will her change be?

L.E. 30

Hany has

His ice cream costs: L.E. 10

What will his change be?

L.E. ..................

Amr has

His ball costs: L.E. 50

What will his change be?

L.E. ..................

Samy has

His slippers costs: L.E. 60

What will his change be?

L.E. ..................

Nora has

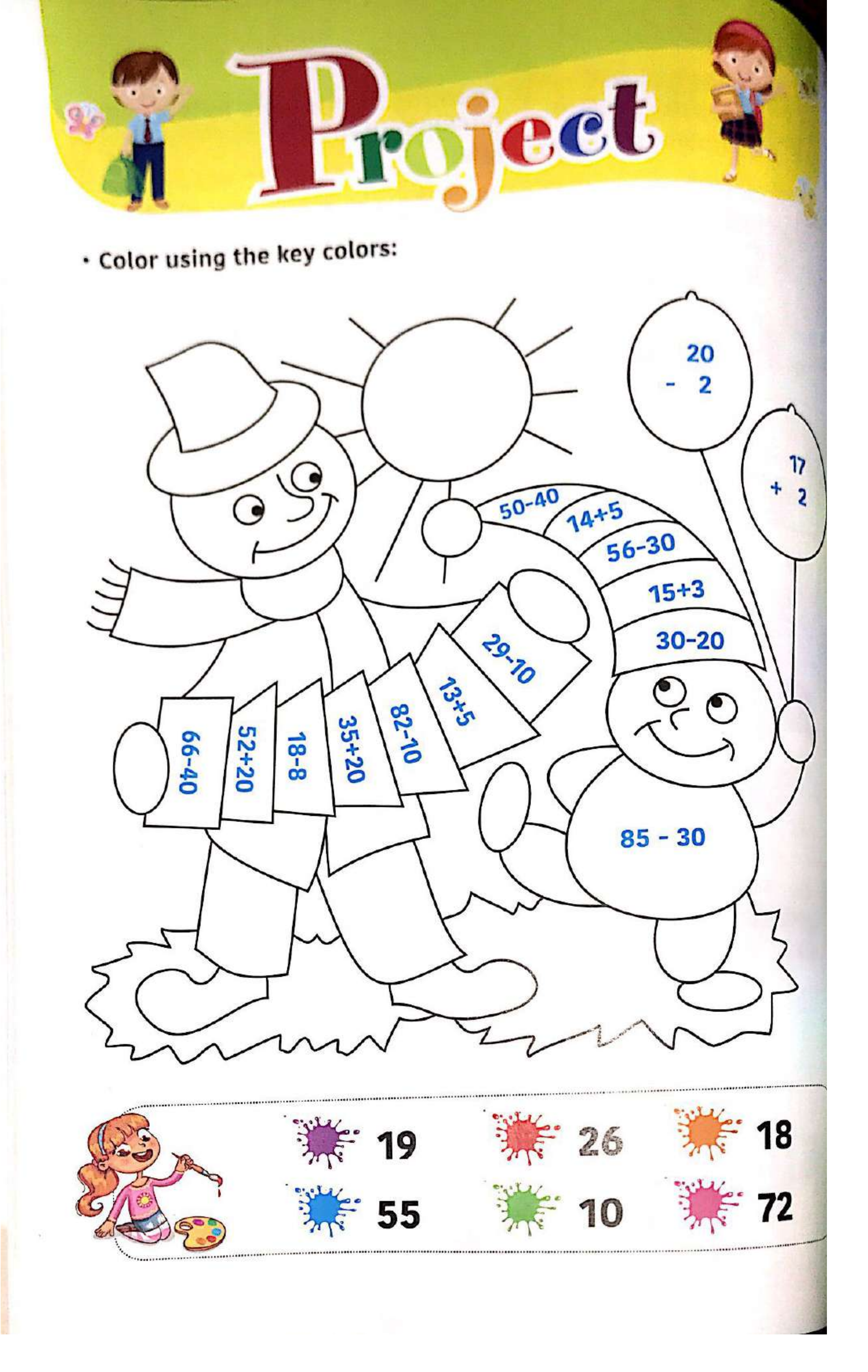
Her hat costs: L.E. 30

What will her change be?

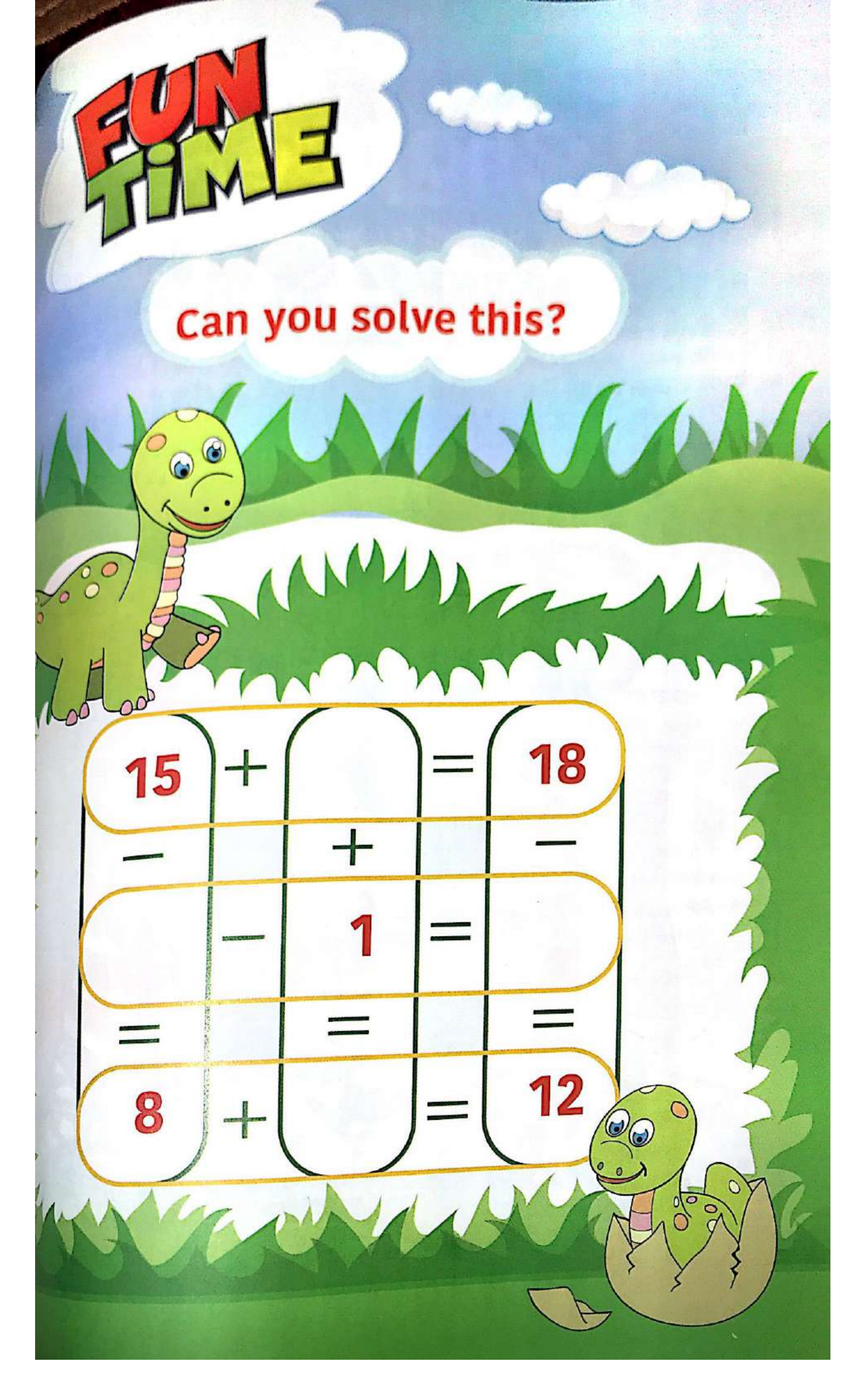
L.E. ..................

# Project

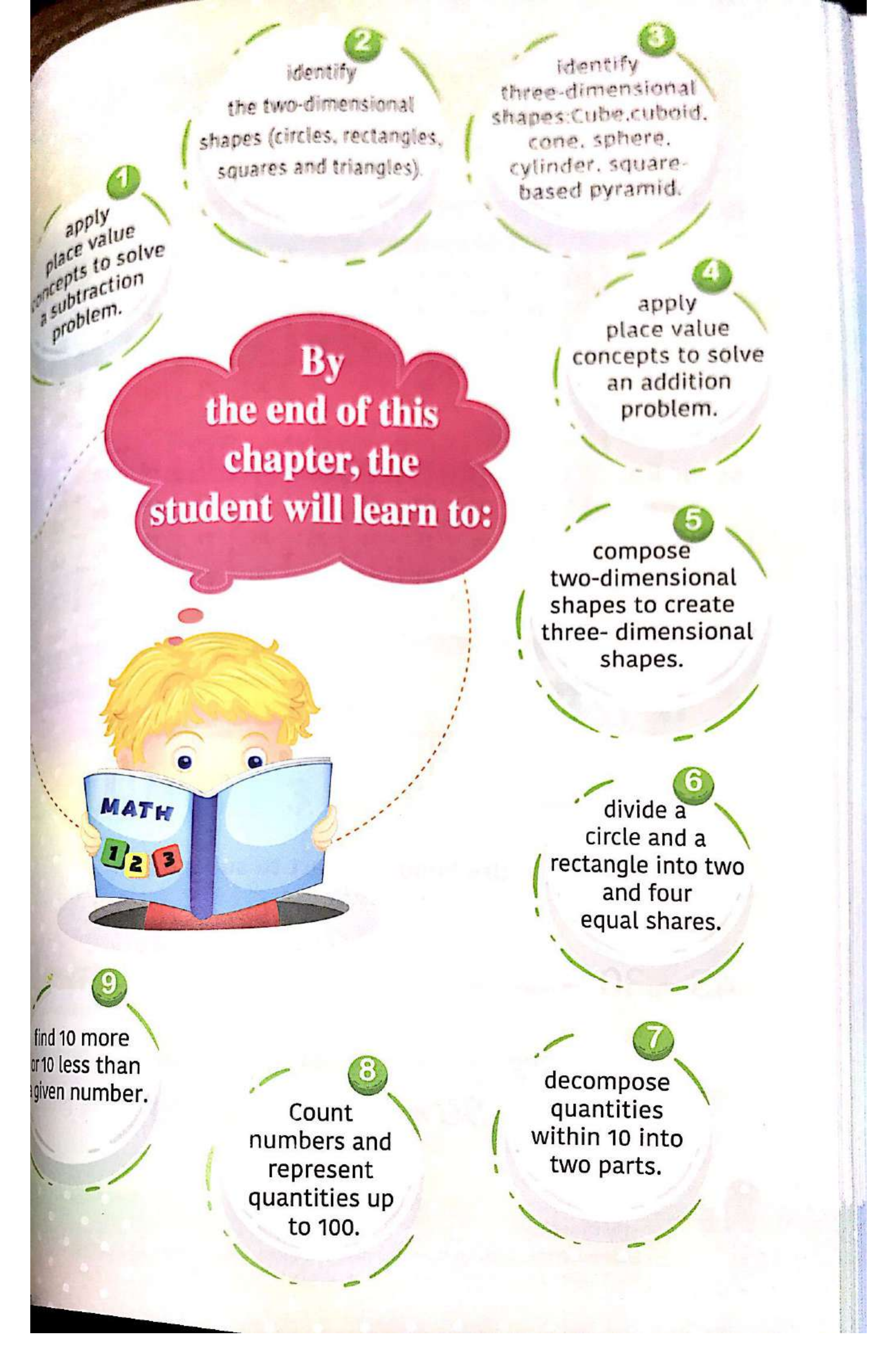
• Color using the key colors:




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FUN TIME
Can you solve this?
15 + = 18
− + −
− 1 =
= = =
8 + = 12

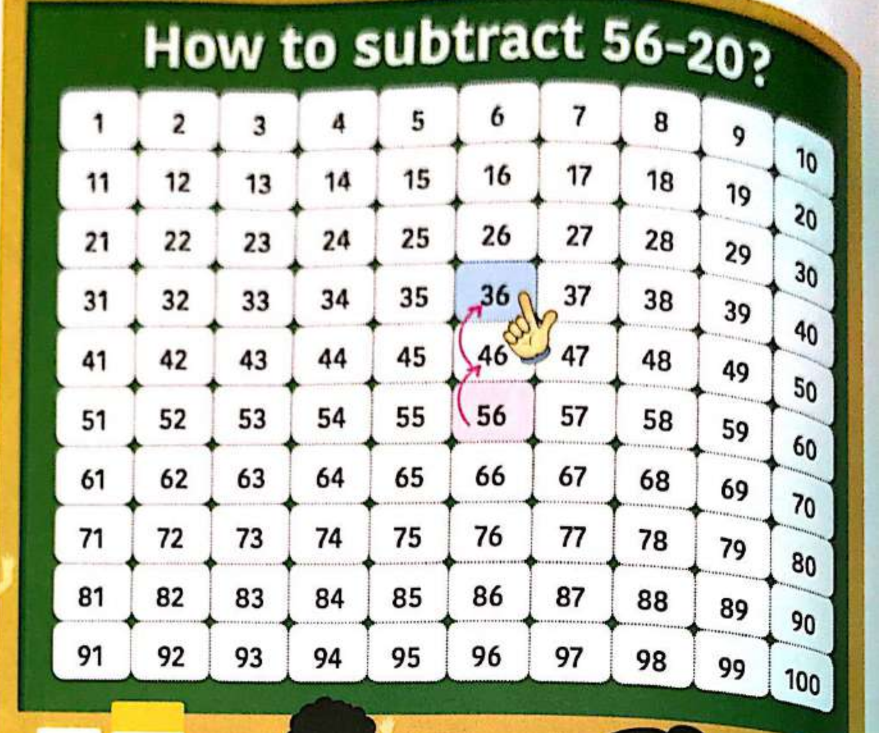

Chapter
4


By the end of this chapter, the student will learn to:
1 apply place value concepts to solve a subtraction problem.
2 identify the two-dimensional shapes (circles, rectangles, squares and triangles).
3 identify three-dimensional shapes: Cube, cuboid, cone, sphere, cylinder, square-based pyramid.
4 apply place value concepts to solve an addition problem.
5 compose two-dimensional shapes to create three- dimensional shapes.
6 divide a circle and a rectangle into two and four equal shares.
7 decompose quantities within 10 into two parts.
8 Count numbers and represent quantities up to 100.
9 find 10 more or 10 less than a given number.
MATH
1 2 3

# 7 Subtracting multiples of 10 from two-digit numbers

Start from **56** and jump up two rows, you will reach **36**

**56 - 20 = 36**



How to subtract 56-20?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |





## Activity 1

**Use hundred chart to subtract:**

45 - 30 = ..........

70 - 10 = ..........

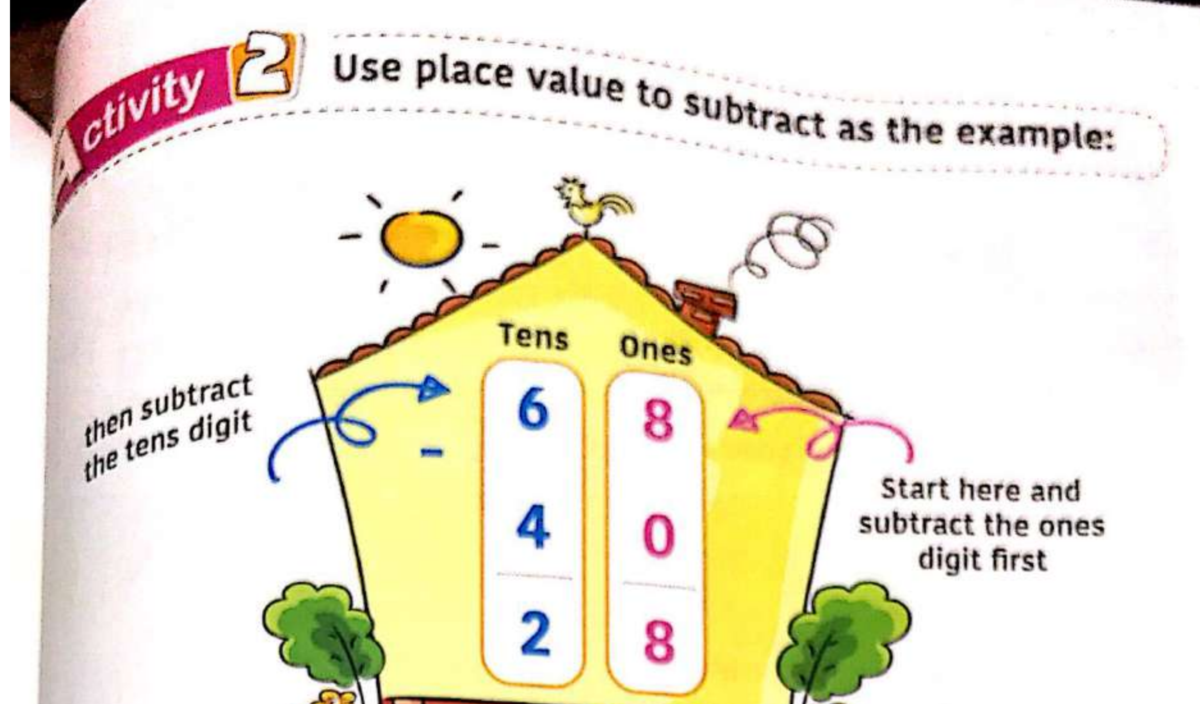
96 - 40 = ..........



**Daily Practice:**

- Encourage your child to count the days of school which he/she has passed and ask him/her to draw a circle around the day he/she passed in calendar.

## Activity 2 Use place value to subtract as the example:




| Tens | Ones |
| --- | --- |
| - 9 | 0 |
| 5 | 0 |
| ............ | ............ |

| Tens | Ones |
| --- | --- |
| - 7 | 7 |
| 3 | 0 |
| ............ | ............ |

| Tens | Ones |
| --- | --- |
| - 5 | 6 |
| 2 | 0 |
| ............ | ............ |



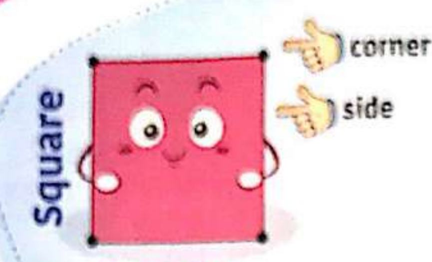



- Solving subtraction problems using the hundred chart.
- Using place value to solve subtracation problems.

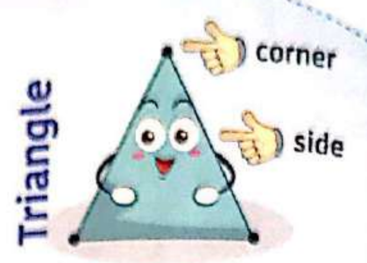
**Parents' Tips:**
Invite your child to learn how to use place value to subtract multiples of 10 from two-digit numbers and help him/her to understand that he/she started to subtract from ones digit then subtract tens digit and let him/her solve some problems of subtraction using place value.



# 2 Two-dimensional Shapes (2D)



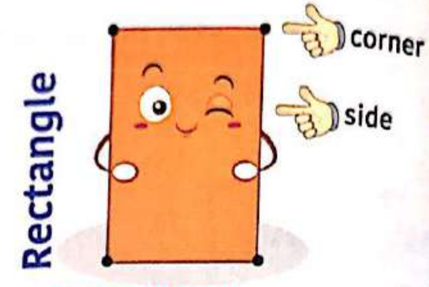

**Square has:**
- 4 corners
- 4 sides
- All sides are equal in length (the same size).




**Triangle has:**
- 3 corners
- 3 sides



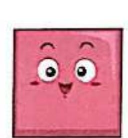

**Circle has:**
- 1 curved line
- No corners




**Rectangle has:**
- 4 corners
- 4 sides
- Each two opposite sides are of the same size .




**Look at the picture above, then circle the correct number:**

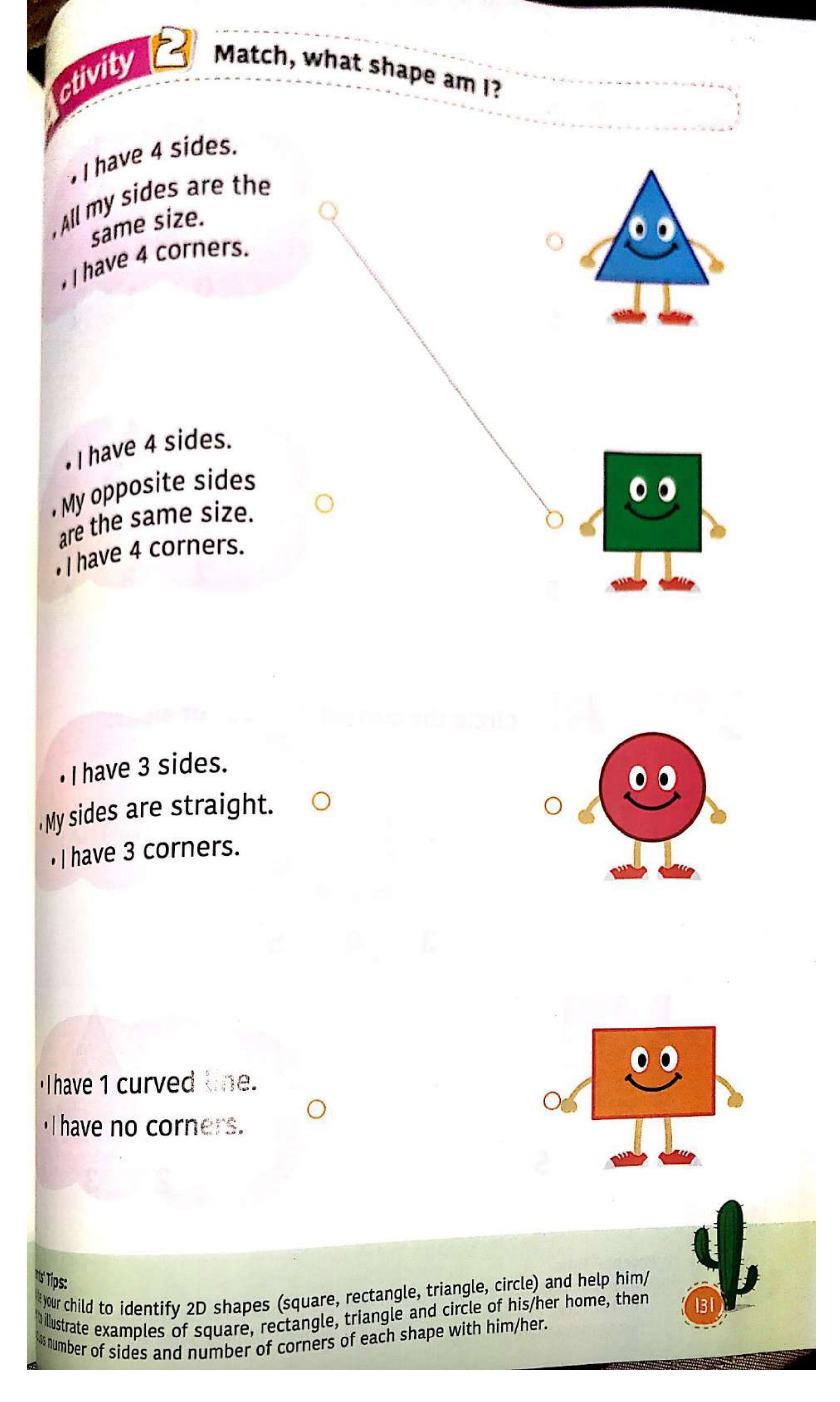
Square  has ( 1 , 3 , 4 ) sides.

Triangle   has ( 1 , 3 , 4 ) corners.

Circle  has ( 0 , 3 , 4 ) corners.



**Daily Practice:**
- Invite your child to count days of school they have been and ask him/her to draw a circle around the day he/she passed in calendar.



## ctivity 2 Match, what shape am I?

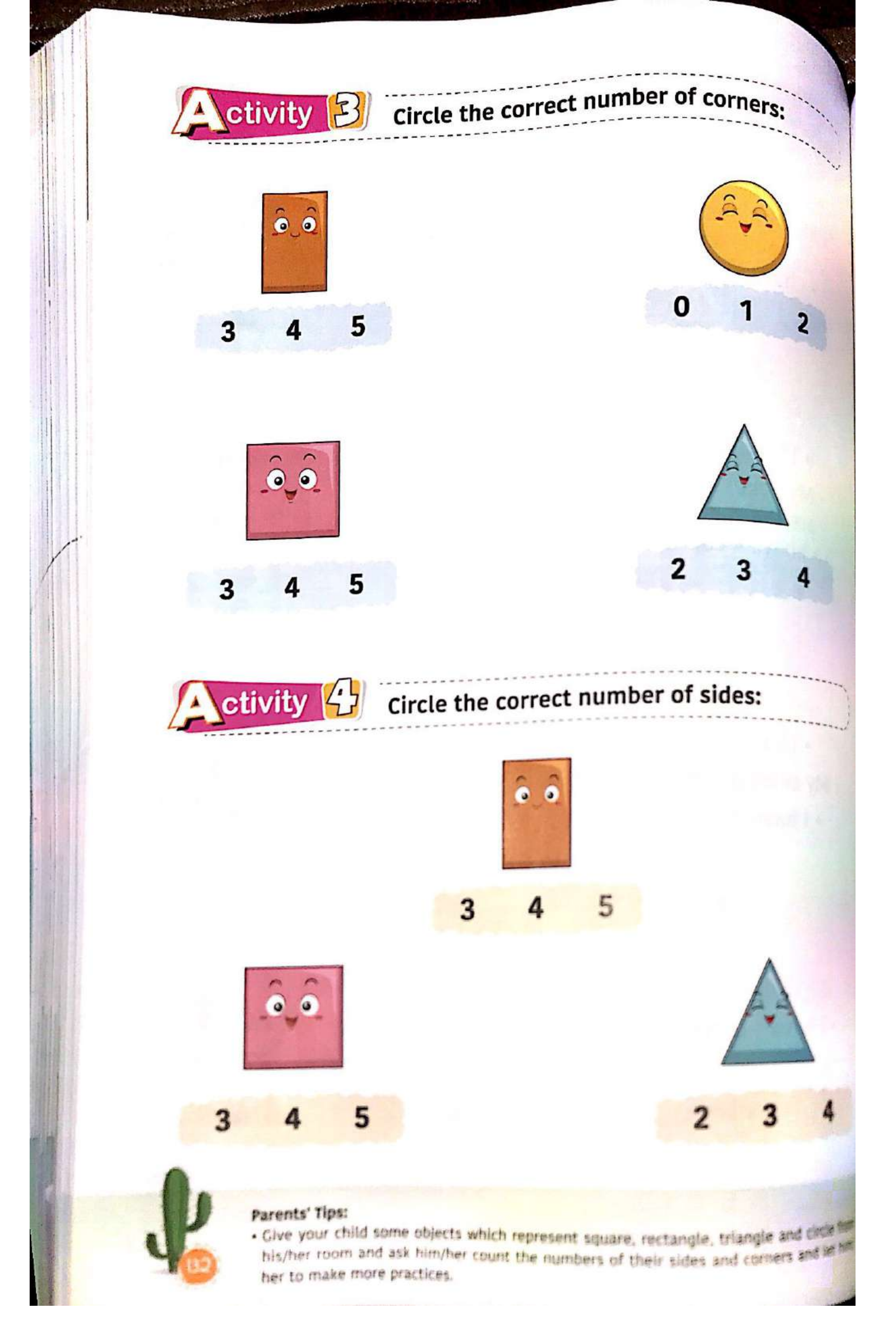
- I have 4 sides.
- All my sides are the same size.
- I have 4 corners.

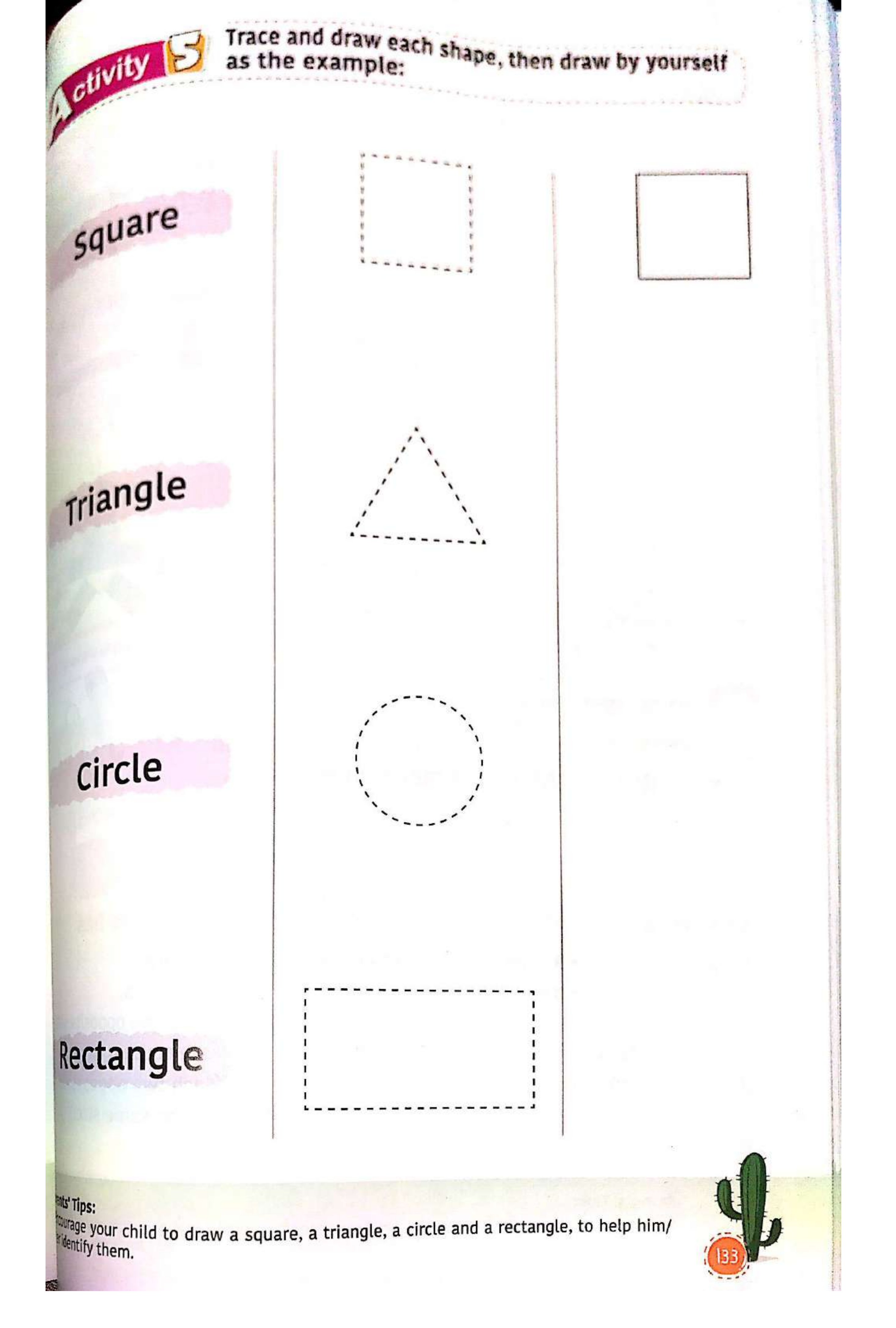
- I have 4 sides.
- My opposite sides are the same size.
- I have 4 corners.

- I have 3 sides.
- My sides are straight.
- I have 3 corners.

- I have 1 curved line.
- I have no corners.

nts' Tips:
e your child to identify 2D shapes (square, rectangle, triangle, circle) and help him/
o illustrate examples of square, rectangle, triangle and circle of his/her home, then
ss number of sides and number of corners of each shape with him/her.


Activity 3
Circle the correct number of corners:
3 4 5
0 1 2
3 4 5
2 3 4
Activity 4
Circle the correct number of sides:
3 4 5
3 4 5
2 3 4
Parents' Tips:
• Give your child some objects which represent square, rectangle, triangle and circle
his/her room and ask him/her count the numbers of their sides and corners and
her to make more practices.


Activity 5
Trace and draw each shape, then draw by yourself as the example:
Square
Triangle
Circle
Rectangle
nts' Tips:
courage your child to draw a square, a triangle, a circle and a rectangle, to help him/
r identify them.
133

## Activity 6 Color the figure according to color code:

blue
yellow
red
green

## I learned

- Identifying the two-dimensional shapes.

**Square has**
- 4 sides
- 4 corners
- All sides are equal in length

(All sides are the same size.)

**Triangle has**
- 3 sides
- 3 corners

**Circle has**
- 1 curved line
- 0 corners

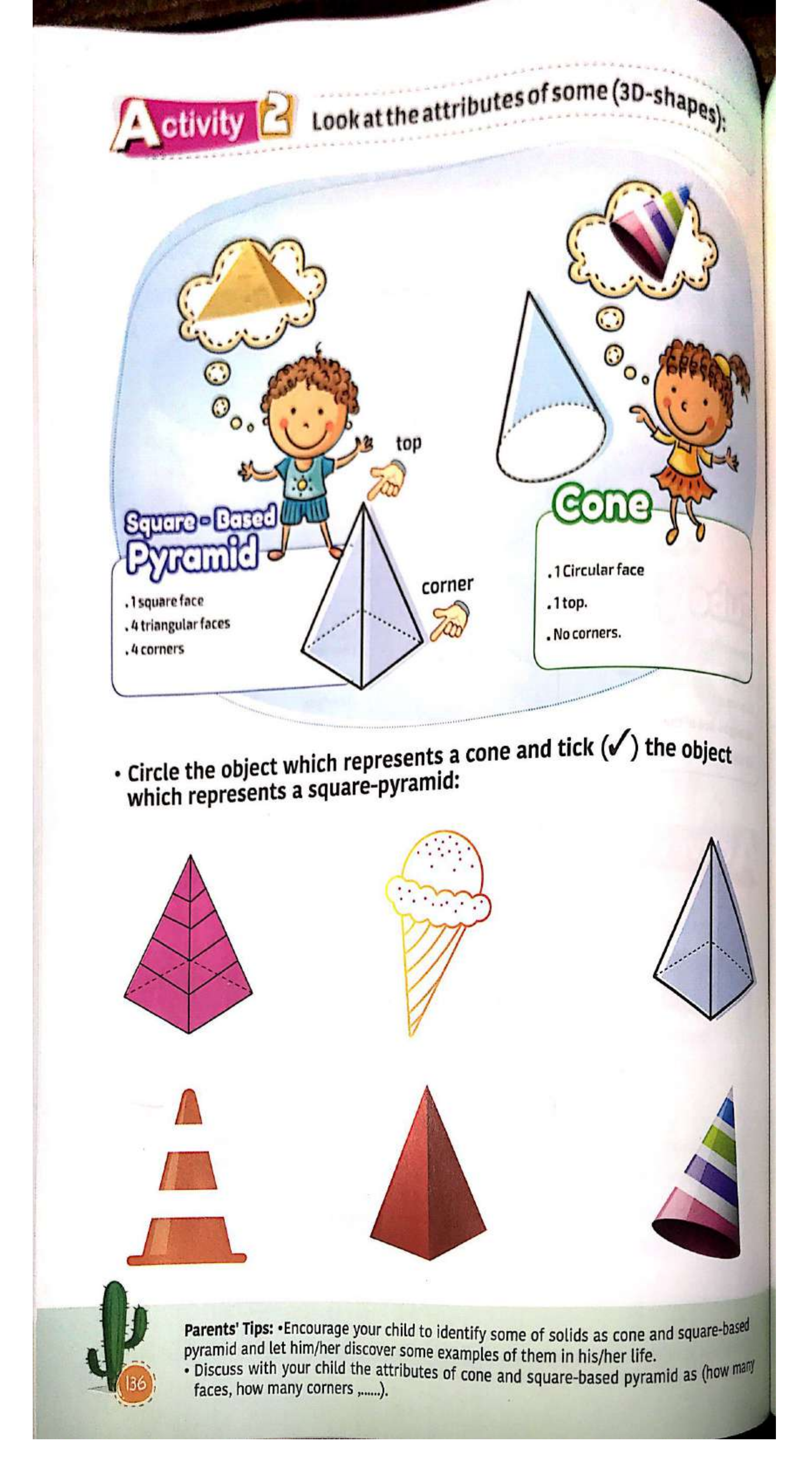
**Rectangle has**
- 4 sides
- 4 corners
- Each two opposite sides are equal in length.

(Each two opposte sides are the same size.)



**Parents' Tips:**
- Ensure that your child has learned the four shapes perfectly and the difference between them.


3
Three-Dimensional Shapes
(3D-shapes)
Look at the attributes of some (3D-shapes)
Corner
Face
Edge
Face
Edge
Corner
Cube
. 6 square faces
. 12 edges
. 8 corners
. All edges are of the same size.
. All six faces are of the same size.
Cuboid
(Rectangular prism)
. 6 faces
. 12 edges
. 8 corners
. All edges are not the same size.
. Each two opposite faces are the same size.
Activity 1
Circle each object which represents a cuboid and underline each object which represents a cube:
Daily Practice:
• Encourage your child to count days of school which they have been and ask him/her to draw a circle around the day he/she passed in calendar.
135



## Activity 2 Look at the attributes of some (3D-shapes):



**Square - Based Pyramid**

- 1 square face
- 4 triangular faces
- 4 corners

**Cone**

- 1 Circular face
- 1 top.
- No corners.

• Circle the object which represents a cone and tick (✓) the object which represents a square-pyramid:

**Parents' Tips:** •Encourage your child to identify some of solids as cone and square-based pyramid and let him/her discover some examples of them in his/her life.
• Discuss with your child the attributes of cone and square-based pyramid as (how many faces, how many corners ,......).

Activity 3 Look at the attributes of some (3D-shapes):

Cylinder

Sphere

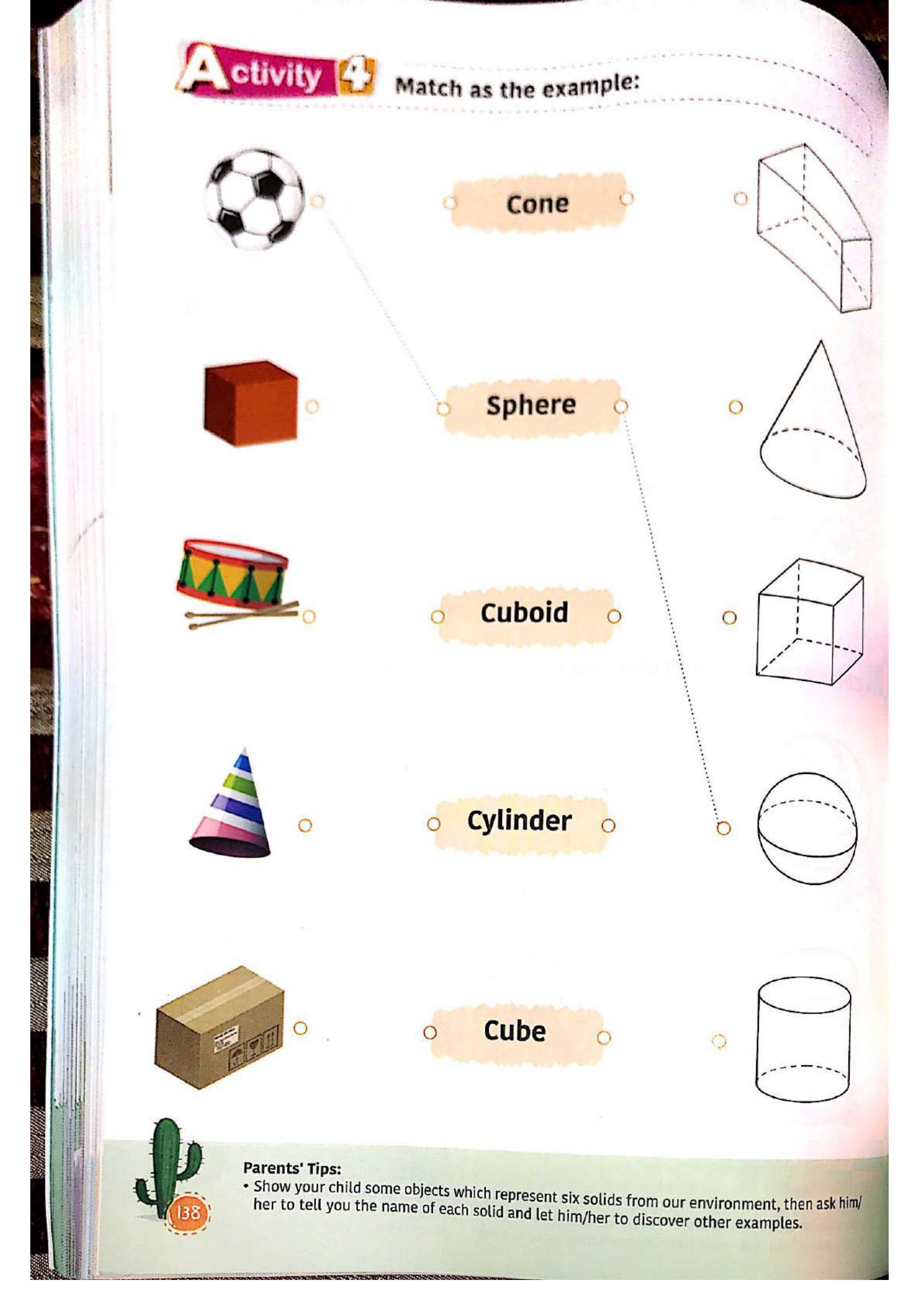
Color each sphere in blue and each cylinder in brown:

BATTERY

Parents' Tips:

- Invite your child to identify some of solids as cylinder and sphere, then let him/her tell you some examples of them in his/her home.
- Tell your child that solids are three-dimensional shapes.




Activity 4
Match as the example:
Cone
Sphere
Cuboid
Cylinder
Cube
Parents' Tips:
• Show your child some objects which represent six solids from our environment, then ask him/her to tell you the name of each solid and let him/her to discover other examples.
138

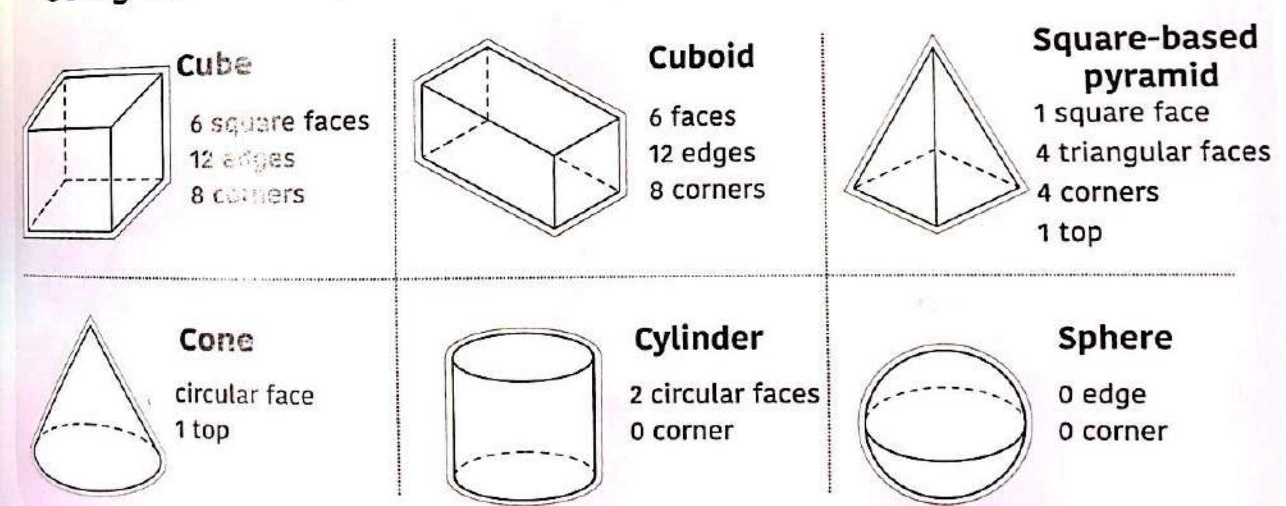
## Activity 5

Circle the objects that represent the shown solid in each row:




## I learned

- Composing two-dimensional shapes to create three-dimensional shapes.
- Using cardboard, scissors and glue to make many (3D-shapes).




**Parents' Tips:** • Ensure that your child has learned the attributes of solids(3D-dimensional shapes) and discuss this with him/her.
• Help your child to understand that 3D shapes is composed of 2D-shapes and give him/her some examples.





# 4 Composing (2D-shapes) to create (3D-shapes)

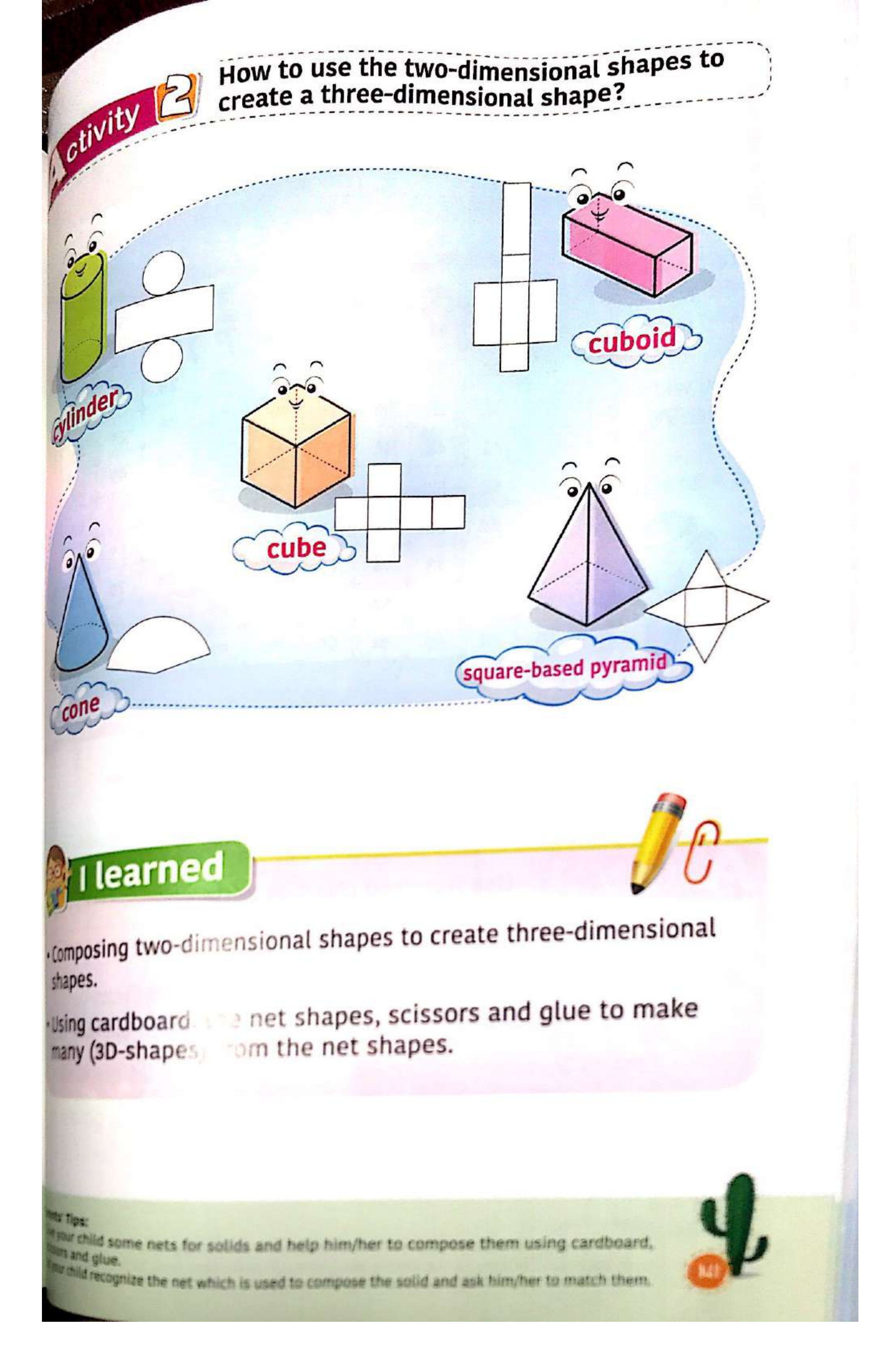


**Activity 1** Trace the name of each solid:



**Daily Practice:**

- Invite your child to count days of school they have been and ask him/her to draw a circle around the day he/she passed in calendar.
- Encourage your child to identify the name of six solids and assist him/her to write them.



Activity 2 How to use the two-dimensional shapes to create a three-dimensional shape?



## I learned

- Composing two-dimensional shapes to create three-dimensional shapes.
- Using cardboard, the net shapes, scissors and glue to make many (3D-shapes) from the net shapes.

ts' Tips:
your child some nets for solids and help him/her to compose them using cardboard, rs and glue.
our child recognize the net which is used to compose the solid and ask him/her to match them.



# Adding multiples of ten to two-digit numbers

## How to Add 56+20?

Start from **56** and jump down two rows you will reach **76**

**56 + 20 = 76**



| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |








**Use hundred chart to add:**

45 + 30 = ..........

70 + 10 = ..........

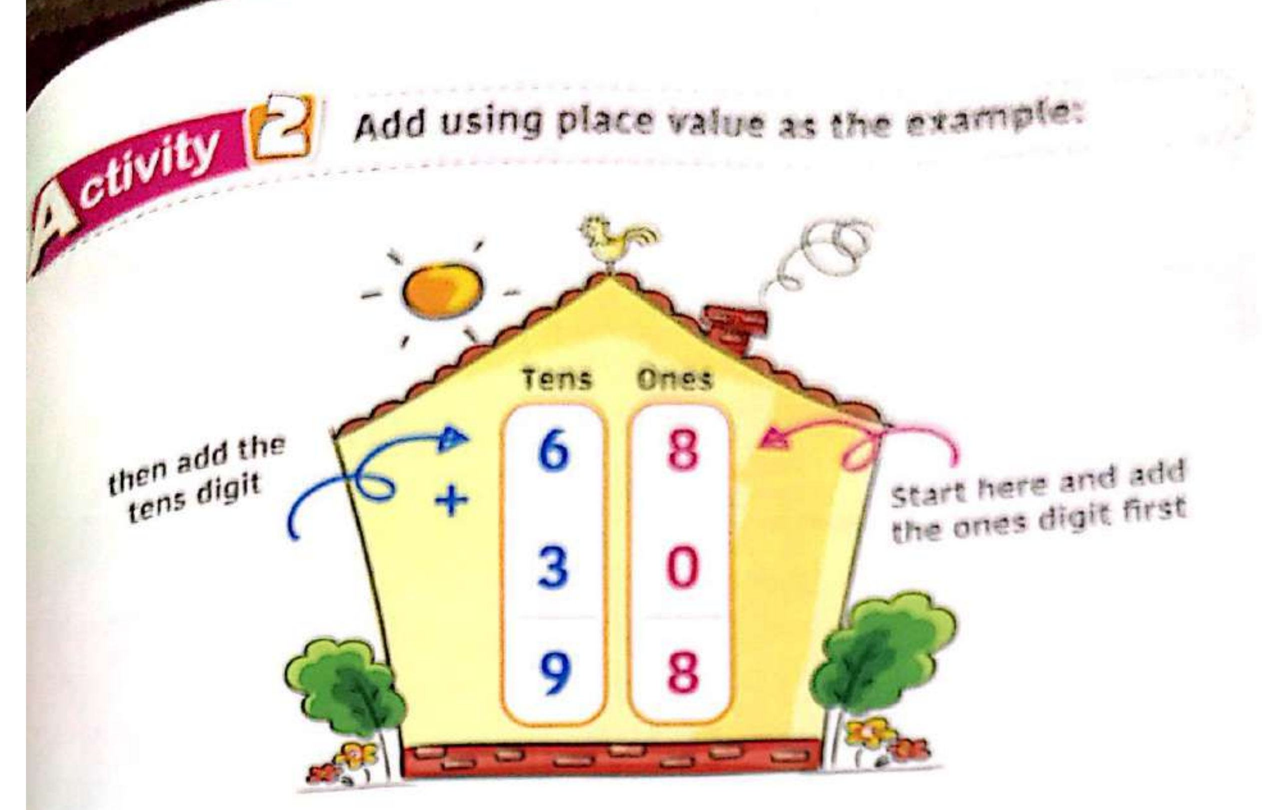
20 + 13 = ..........




**Daily Practice:**

- Encourage your child to count the days of school which they have been and ask him/her to draw a circle around the day he/she passed in calendar.

## Activity 2 Add using place value as the example:




| Tens | Ones |
|---|---|
| 6 | 8 |
| + 3 | 0 |
| 9 | 8 |



| Tens | Ones |
|---|---|
| 8 | 0 |
| + 1 | 0 |
| ........ | ........ |

| Tens | Ones |
|---|---|
| 4 | 7 |
| + 4 | 0 |
| ........ | ........ |

| Tens | Ones |
|---|---|
| 7 | 5 |
| + 2 | 0 |
| ........ | ........ |



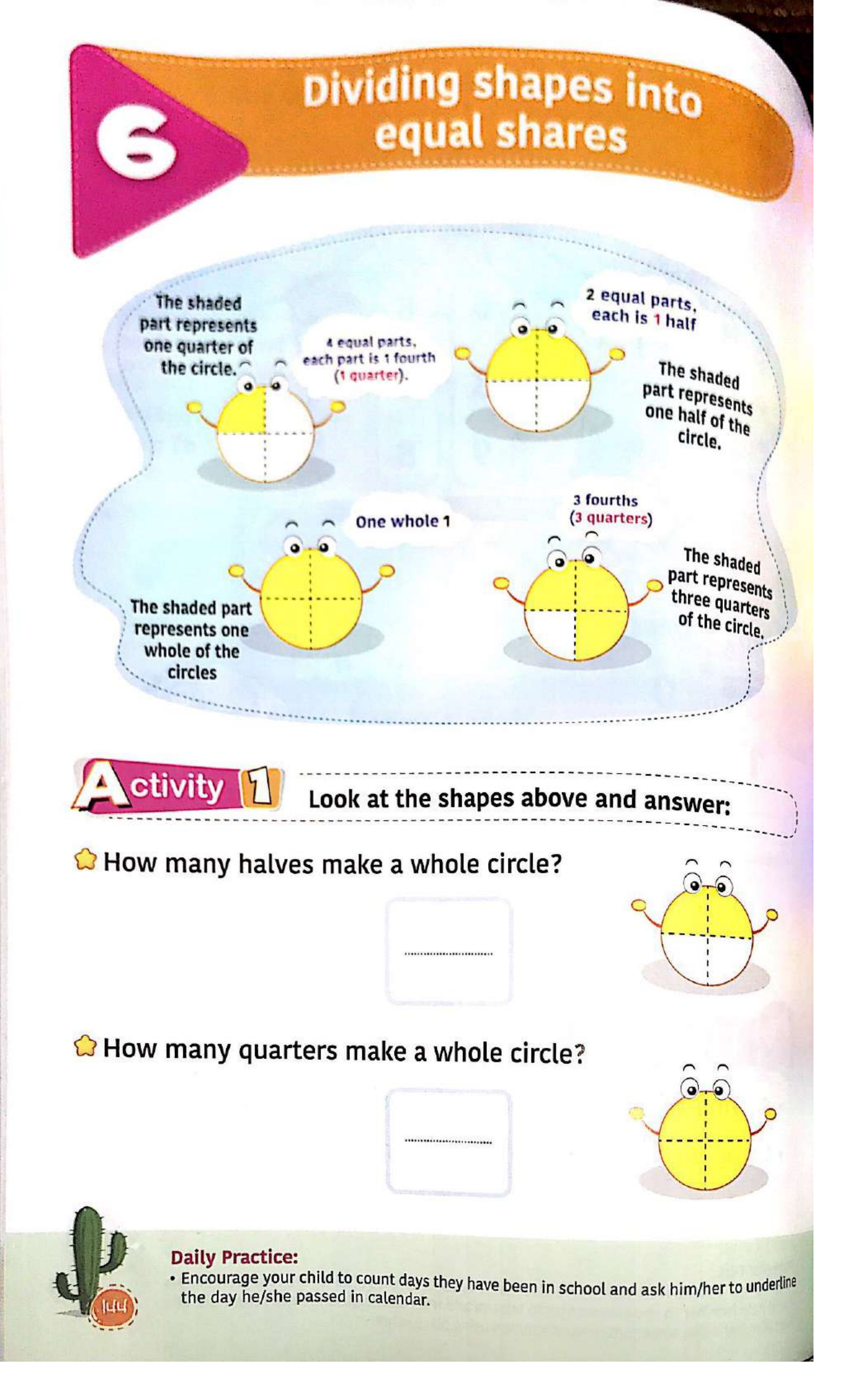



- Solving addition problems using our hundred chart.
- Using place value to solve addition problems.

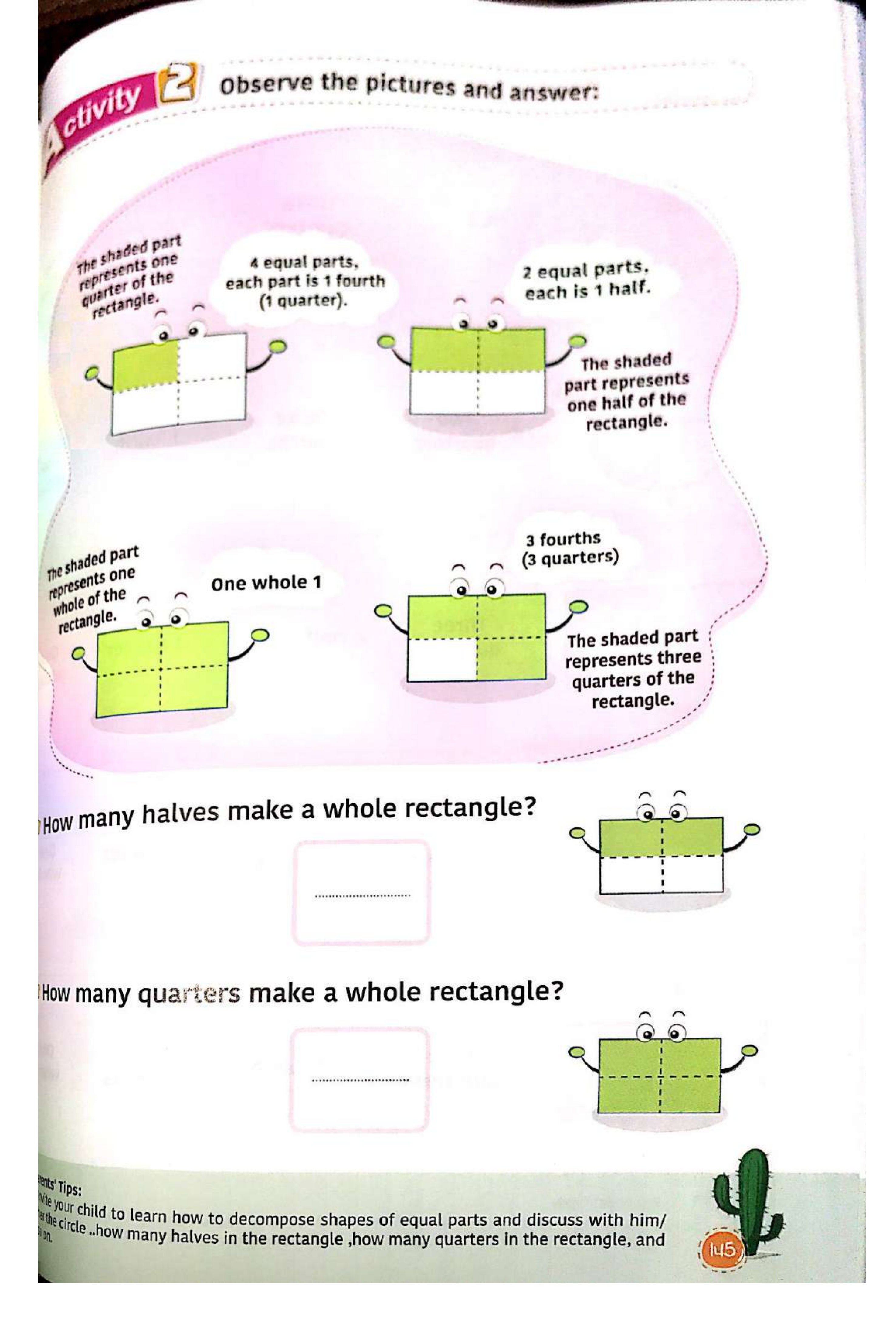
**Parents' Tips:**

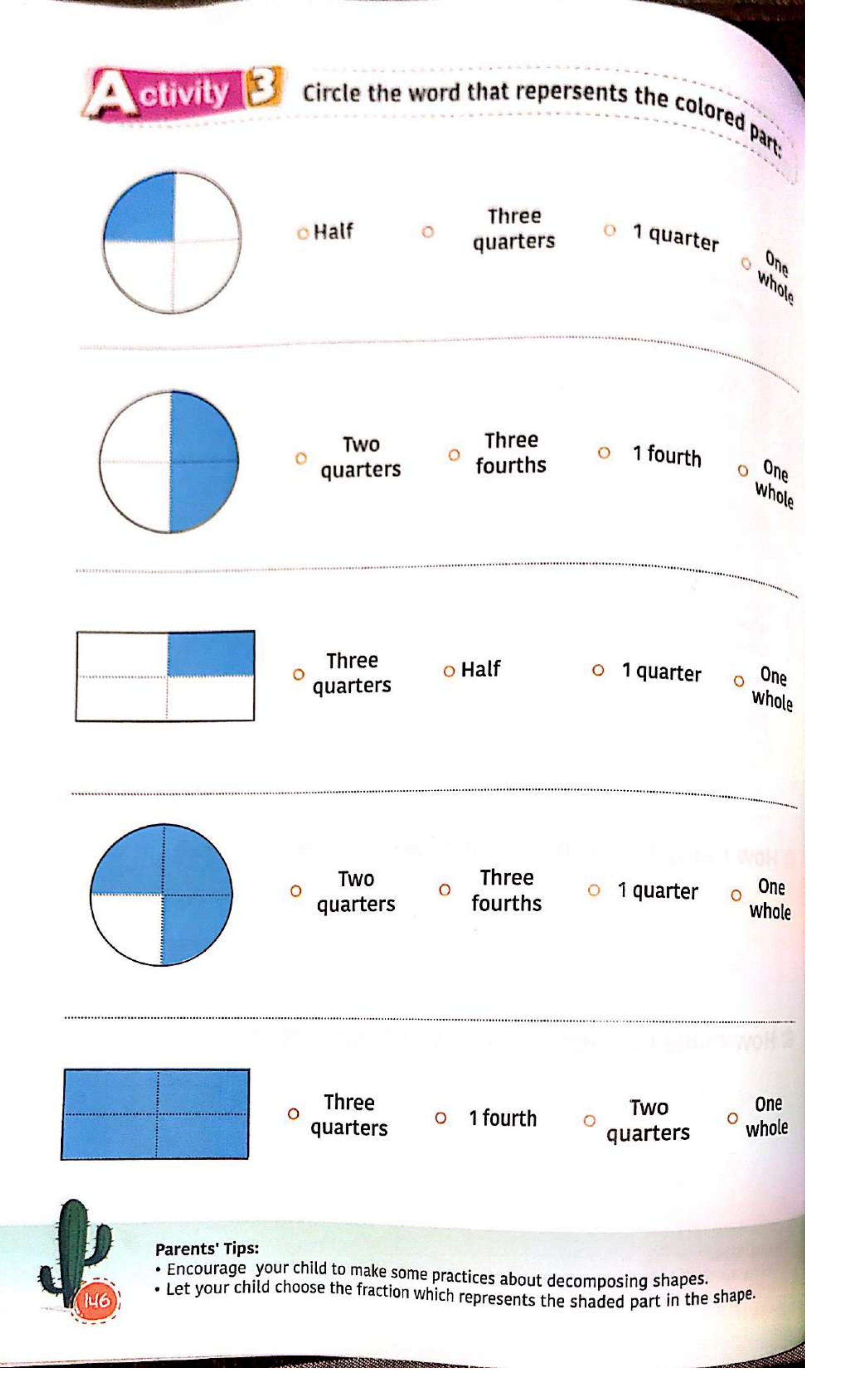
- Invite your child to learn how to use place value to add multiples of 10 from two-digit numbers and help him/her to understand how to start to add from ones digit, then add tens digit ,and let him/her solve some problems of addition using place value.





6
Dividing shapes into equal shares
The shaded part represents one quarter of the circle.
4 equal parts, each part is 1 fourth (1 quarter).
2 equal parts, each is 1 half
The shaded part represents one half of the circle.
One whole 1
The shaded part represents one whole of the circles
3 fourths (3 quarters)
The shaded part represents three quarters of the circle.
Activity 1
Look at the shapes above and answer:
How many halves make a whole circle?
How many quarters make a whole circle?
Daily Practice:
• Encourage your child to count days they have been in school and ask him/her to underline the day he/she passed in calendar.
144


Activity 2
Observe the pictures and answer:
The shaded part represents one quarter of the rectangle.
4 equal parts, each part is 1 fourth (1 quarter).
2 equal parts, each is 1 half.
The shaded part represents one half of the rectangle.
The shaded part represents one whole of the rectangle.
One whole 1
3 fourths (3 quarters)
The shaded part represents three quarters of the rectangle.
How many halves make a whole rectangle?
..............................
How many quarters make a whole rectangle?
..............................
Parents' Tips:
Invite your child to learn how to decompose shapes of equal parts and discuss with him/her the circle ..how many halves in the rectangle ,how many quarters in the rectangle, and so on.
145



## Activity 3 Circle the word that repersents the colored part:

○ Half ○ Three quarters ○ 1 quarter ○ One whole

○ Two quarters ○ Three fourths ○ 1 fourth ○ One whole

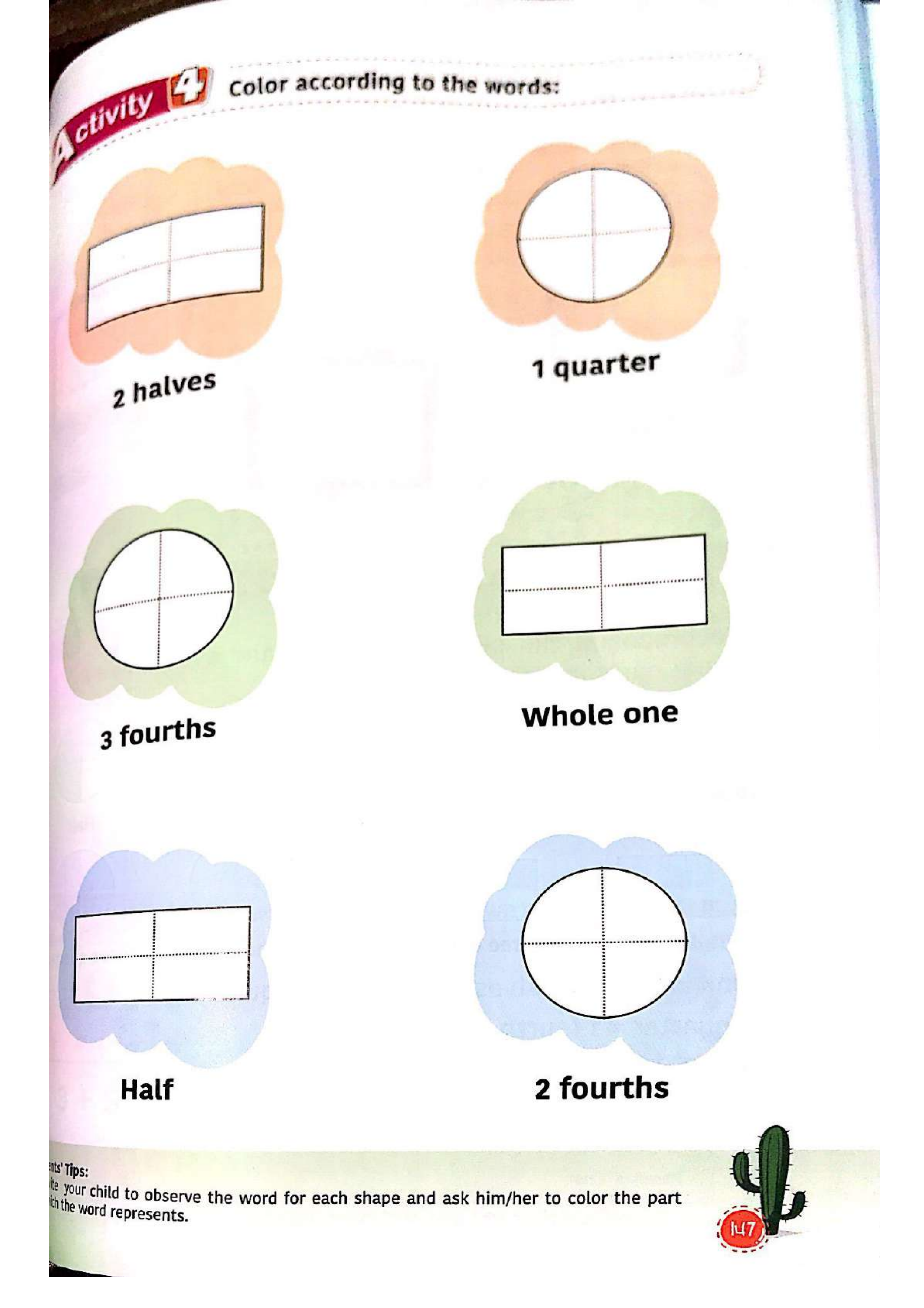
○ Three quarters ○ Half ○ 1 quarter ○ One whole

○ Two quarters ○ Three fourths ○ 1 quarter ○ One whole

○ Three quarters ○ 1 fourth ○ Two quarters ○ One whole

**Parents' Tips:**

- Encourage your child to make some practices about decomposing shapes.
- Let your child choose the fraction which represents the shaded part in the shape.



Activity 4 Color according to the words:

2 halves

1 quarter

3 fourths

Whole one

Half

2 fourths

ents' Tips:
ite your child to observe the word for each shape and ask him/her to color the part
ich the word represents.

## Activity 5

Divide each shape according to the word as the example:

Half

2 quarters

4 fourths

## I learned

- Decomposing the shapes like a circle and a rectangle in equal parts in size.

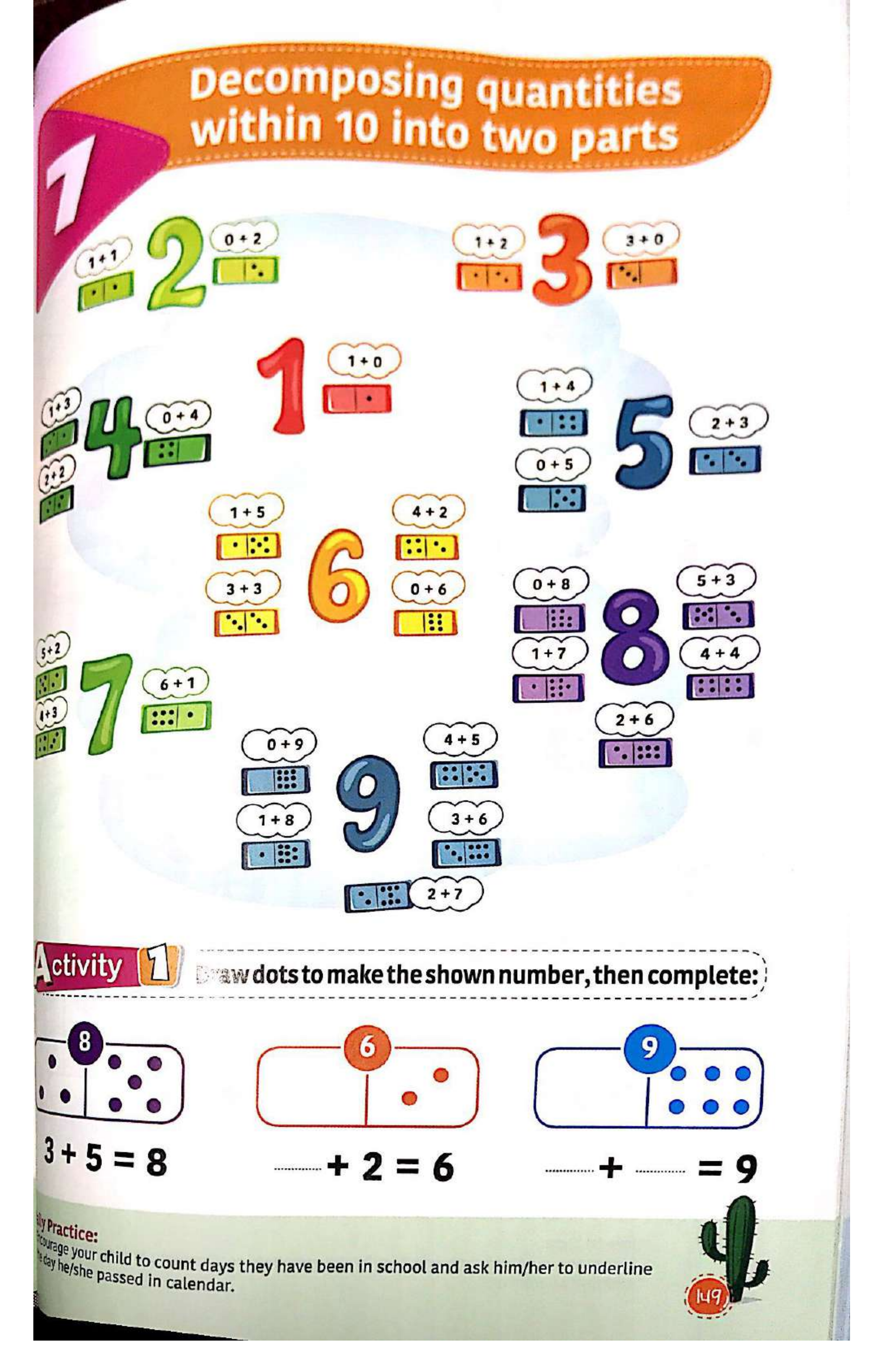
| One quarter | Half | One quarter | Half |
|---|---|---|---|
| Whole one | Three quarters | Whole one | Three quarters |

- One whole = 2 halves (one whole = 4 quarters)
- 1 quarter = 1 fourth
- 1 half = 2 quarters



**Parents' Tips:**

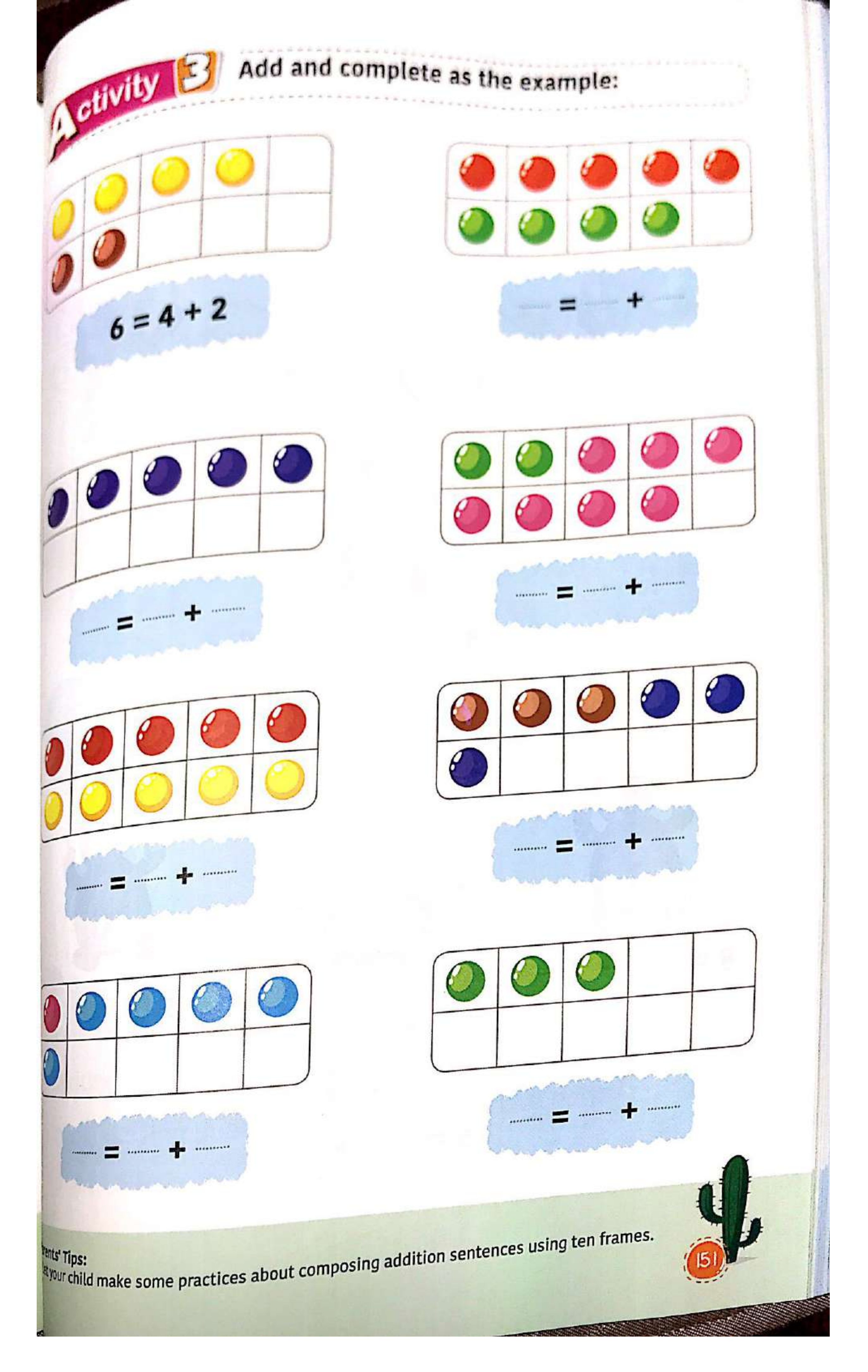
- Give your child some cards, each card carries a shape of a circle or rectangle and ask him/her to decompose each shape into 2 halves, 4 quarters, 4 fourths, then encourage him/her.



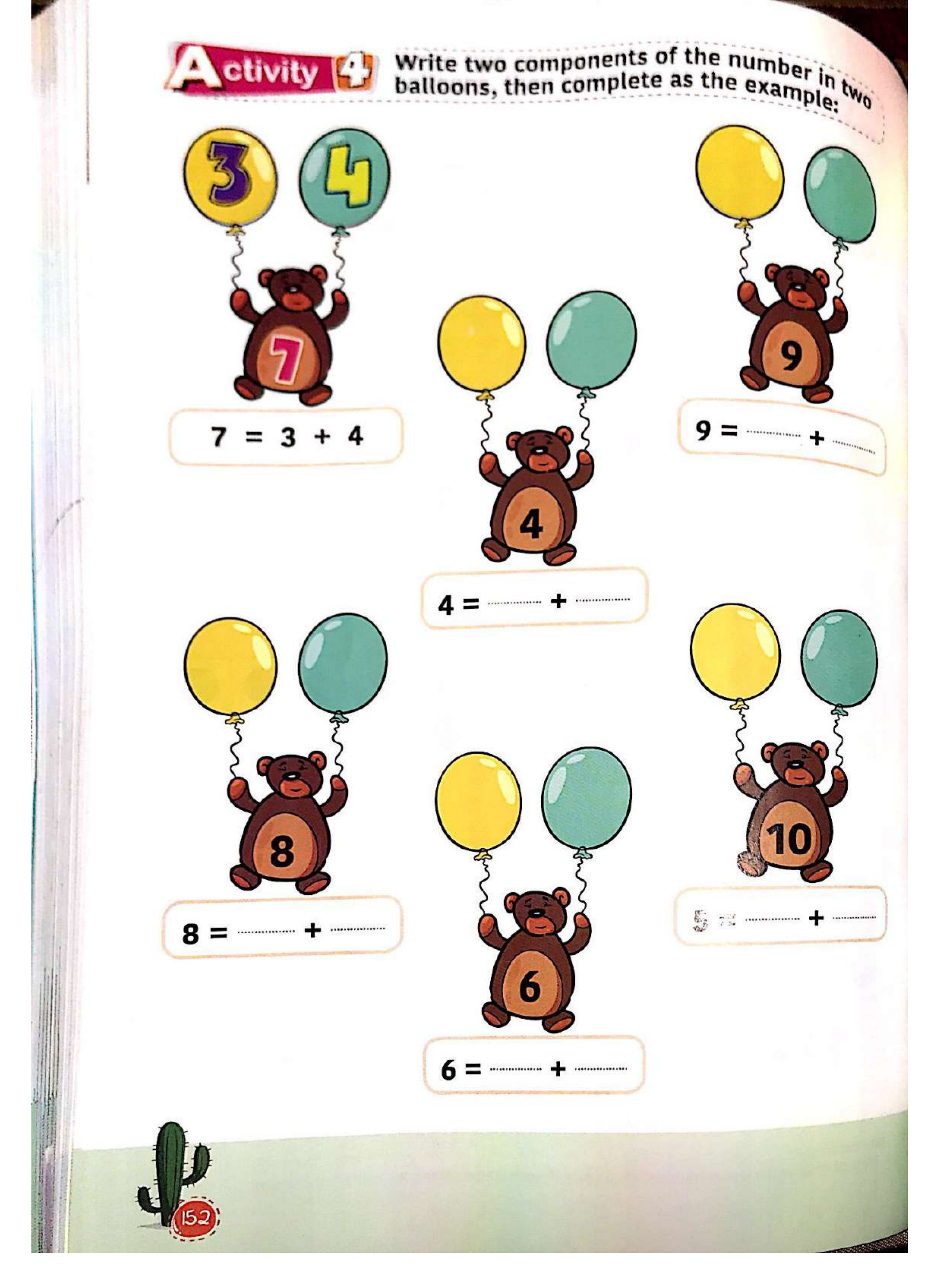
7
Decomposing quantities within 10 into two parts
1 + 1
2
0 + 2
1 + 2
3
3 + 0
1
1 + 0
1 + 3
4
0 + 4
2 + 2
1 + 4
5
2 + 3
0 + 5
1 + 5
6
4 + 2
3 + 3
0 + 6
0 + 8
8
5 + 3
1 + 7
4 + 4
2 + 6
5 + 2
7
6 + 1
4 + 3
0 + 9
9
4 + 5
1 + 8
3 + 6
2 + 7
Activity 1
aw dots to make the shown number, then complete:
8
3 + 5 = 8
6
....... + 2 = 6
9
....... + ....... = 9
ly Practice:
courage your child to count days they have been in school and ask him/her to underline
e day he/she passed in calendar.
149




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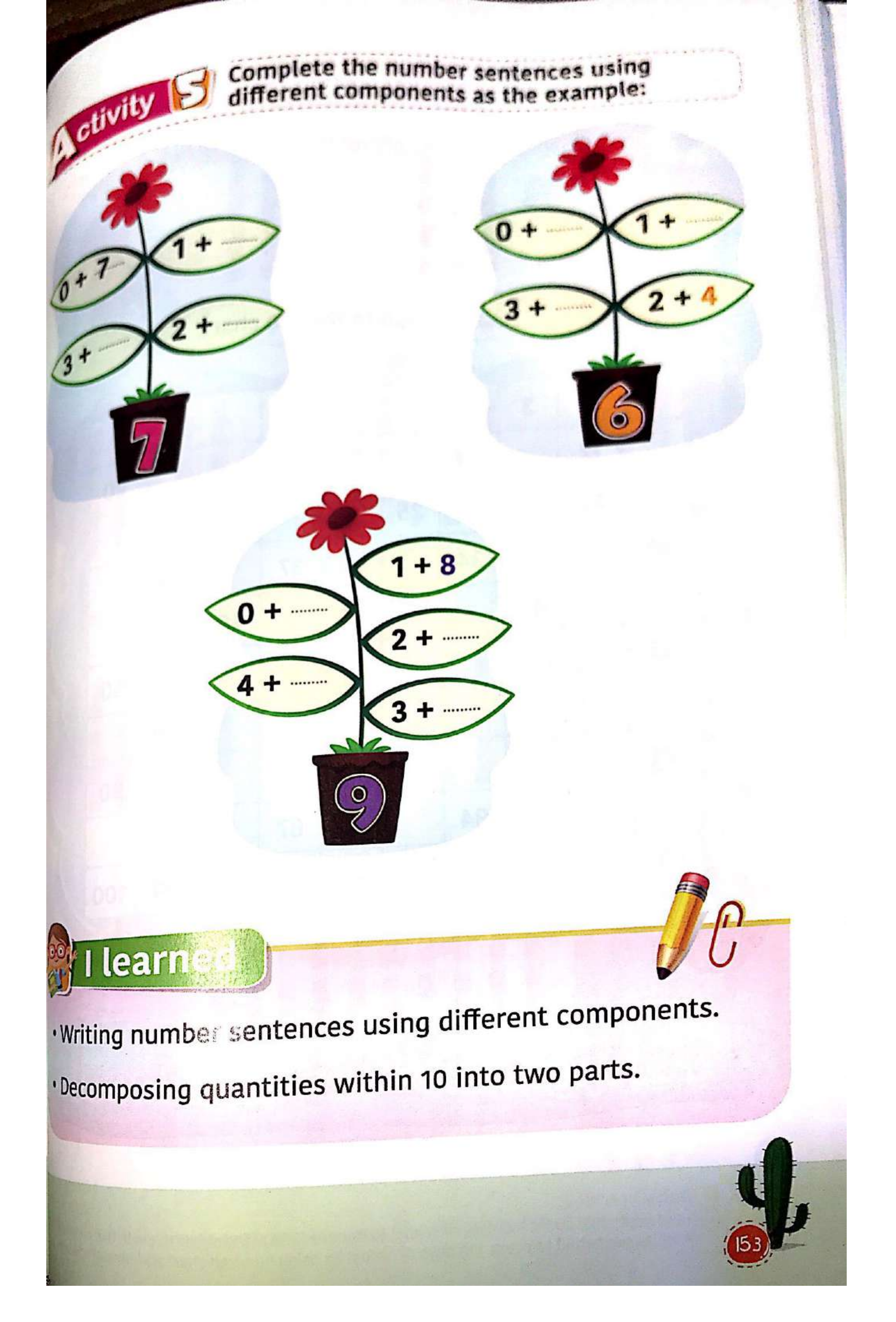


Activity 3
Add and complete as the example:
6 = 4 + 2
....... = ....... + .......
....... = ....... + .......
....... = ....... + .......
....... = ....... + .......
....... = ....... + .......
....... = ....... + .......
....... = ....... + .......
rents' Tips:
et your child make some practices about composing addition sentences using ten frames.
151




Scanned with CamScanner

Activity 5 Complete the number sentences using different components as the example:




## I learned

- Writing number sentences using different components.
- Decomposing quantities within 10 into two parts.

# 8 Count numbers and represent quantities up to 100








Complete the 100 chart:

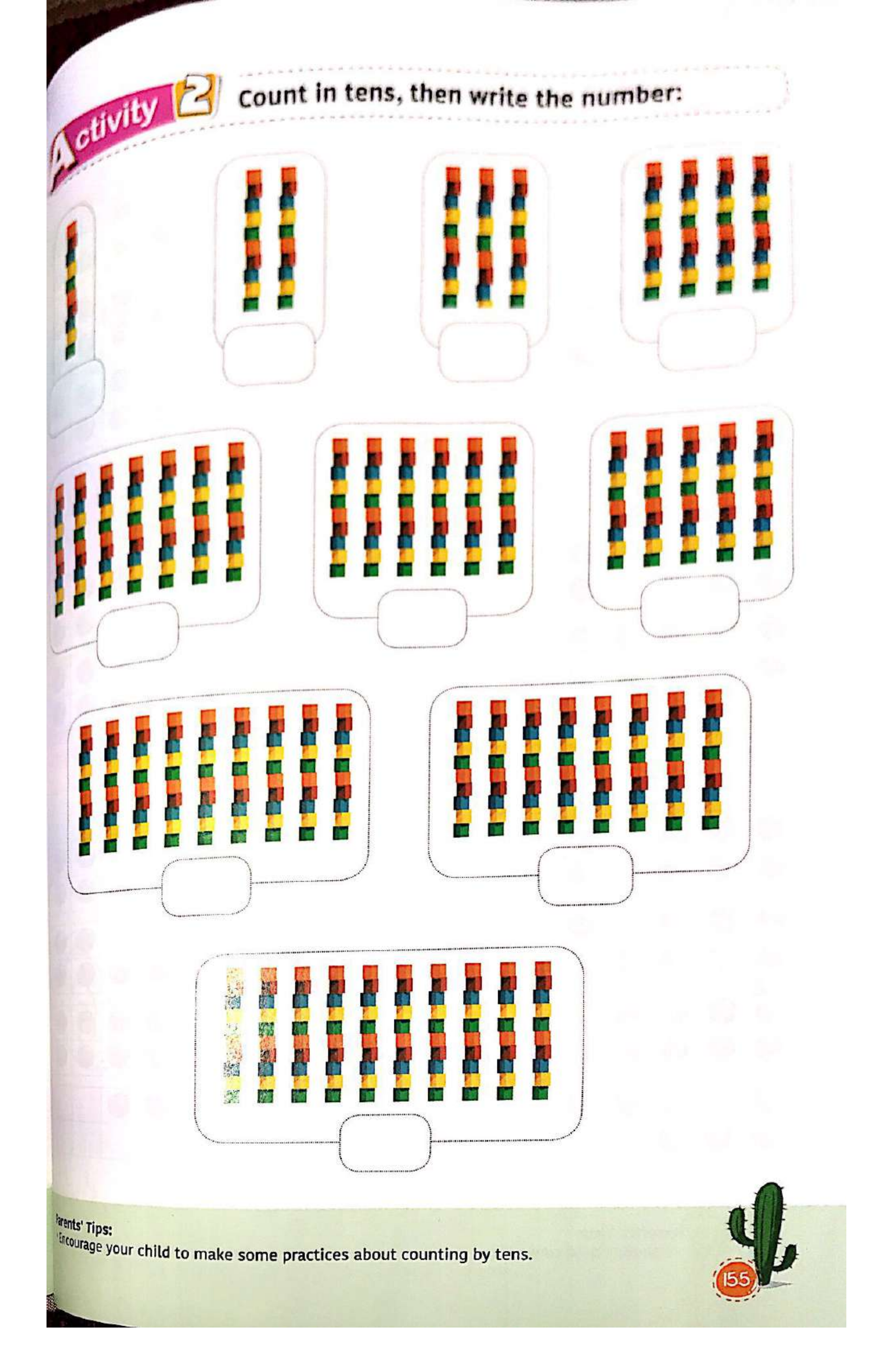
| 1 |  | 3 | 4 |  |  | 7 |  | 9 |  |
|---|---|---|---|---|---|---|---|---|---|
|  | 12 |  | 14 |  |  |  |  |  | 20 |
|  | 22 |  |  | 25 |  |  |  |  |  |
| 31 |  |  | 34 |  |  | 37 |  | 39 |  |
|  |  | 43 |  |  | 46 |  | 48 |  |  |
| 51 |  |  |  | 55 |  | 57 |  |  | 60 |
|  |  |  | 64 |  |  |  |  | 69 |  |
| 71 |  | 73 |  |  | 76 |  |  |  | 80 |
|  |  |  | 84 |  |  | 87 |  |  |  |
| 91 |  |  |  |  | 96 |  |  | 99 | 100 |

## Happy 100th day of school

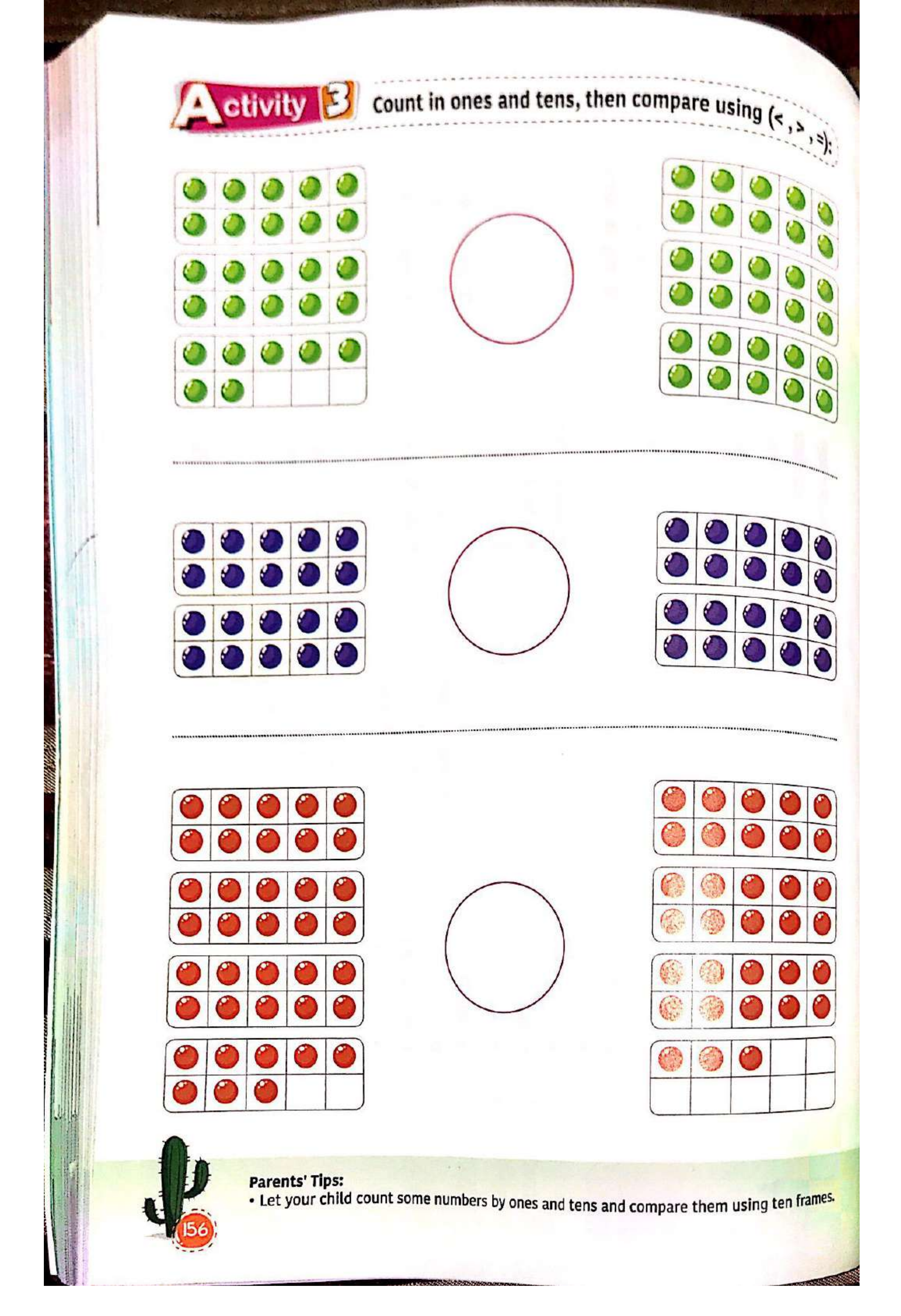


**Daily Practice:**

- Let your child count 100 days of school in calendar and ask him/her to circle the hundred day.
- Invite your child to count 100 days of school by using hundred chart and encourage him/her.




Parents' Tips:
Encourage your child to make some practices about counting by tens.



Activity 3 Count in ones and tens, then compare using (< , > , =):

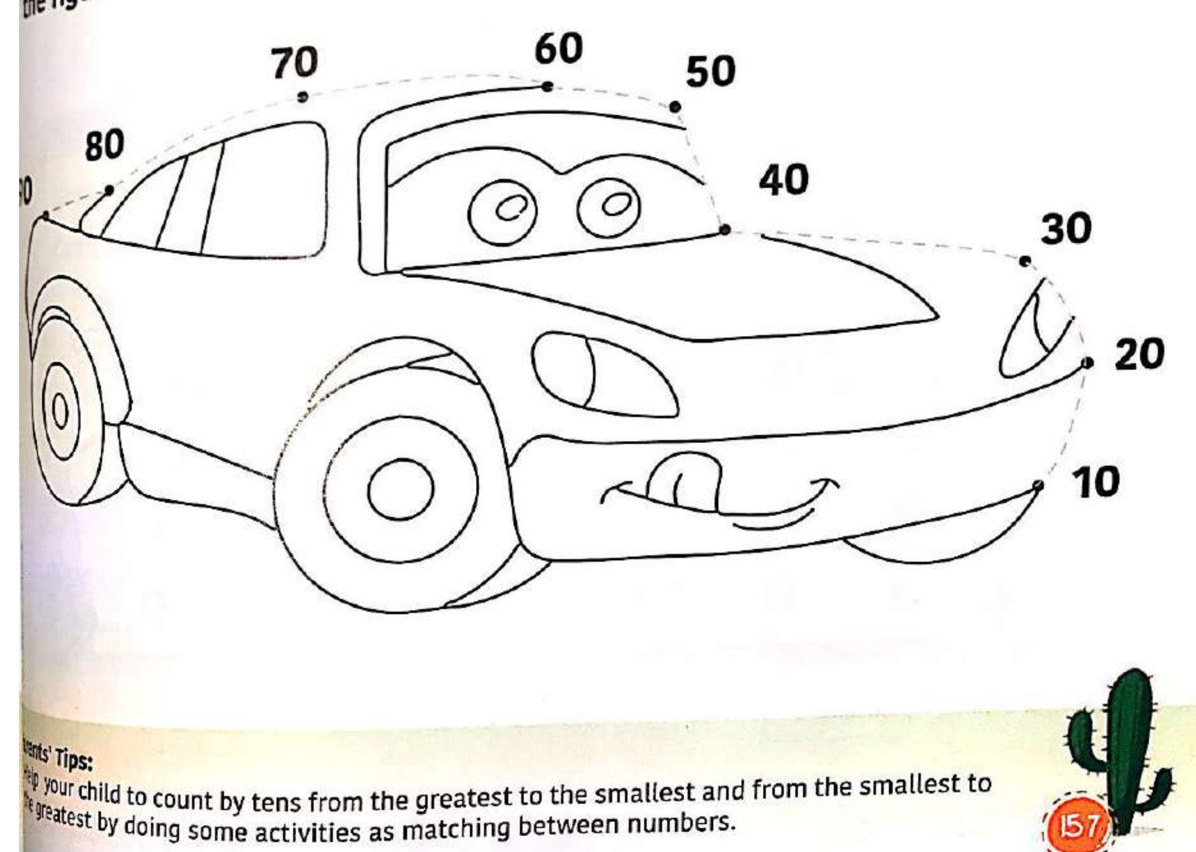
**Parents' Tips:**
- Let your child count some numbers by ones and tens and compare them using ten frames.

## Activity 4 Join as order:

Join the numbers in order from the smallest to the greatest and color the figure:

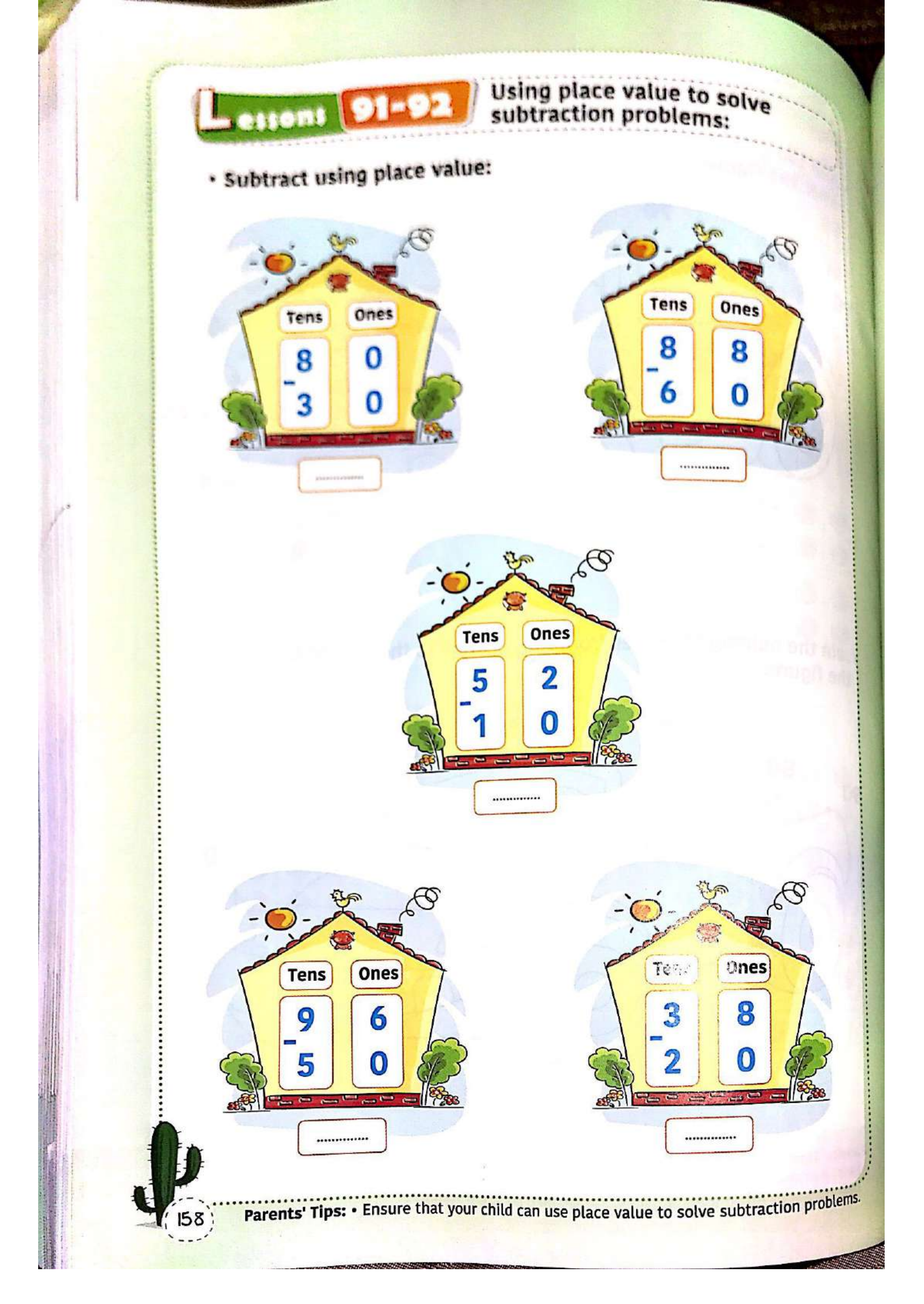
70 60 50 80 40 30 90 20 10

Join the numbers in order from the greatest to the smallest and color the figure:




**Parents' Tips:**

Help your child to count by tens from the greatest to the smallest and from the smallest to the greatest by doing some activities as matching between numbers.



## Lessons 91-92 Using place value to solve subtraction problems:

• Subtract using place value:

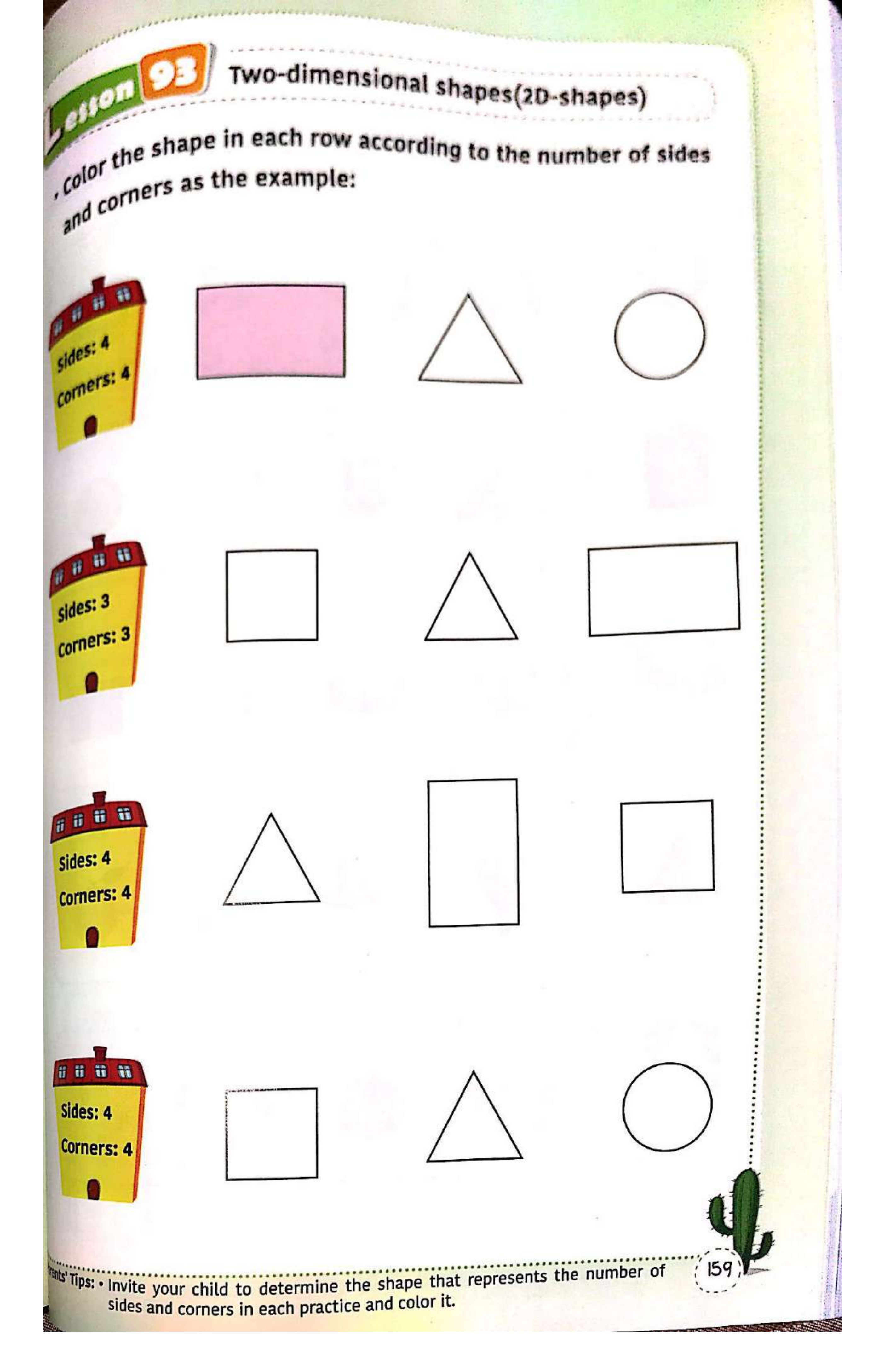




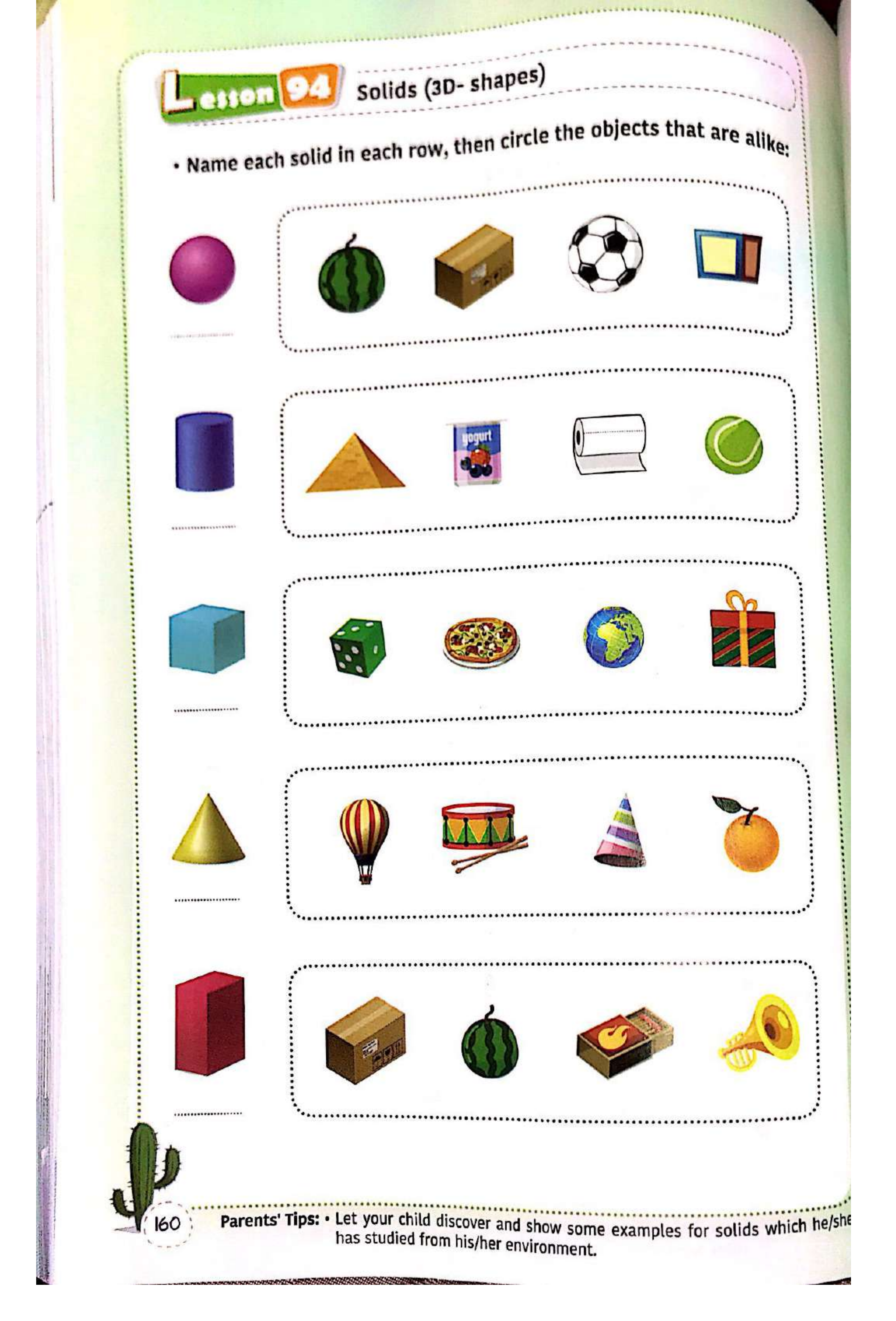
**Parents' Tips:** • Ensure that your child can use place value to solve subtraction problems.

Lesson 93 Two-dimensional shapes(2D-shapes)

. Color the shape in each row according to the number of sides and corners as the example:




Parents' Tips: • Invite your child to determine the shape that represents the number of sides and corners in each practice and color it.



# Lesson 94 Solids (3D- shapes)

• Name each solid in each row, then circle the objects that are alike:

..................

..................

..................

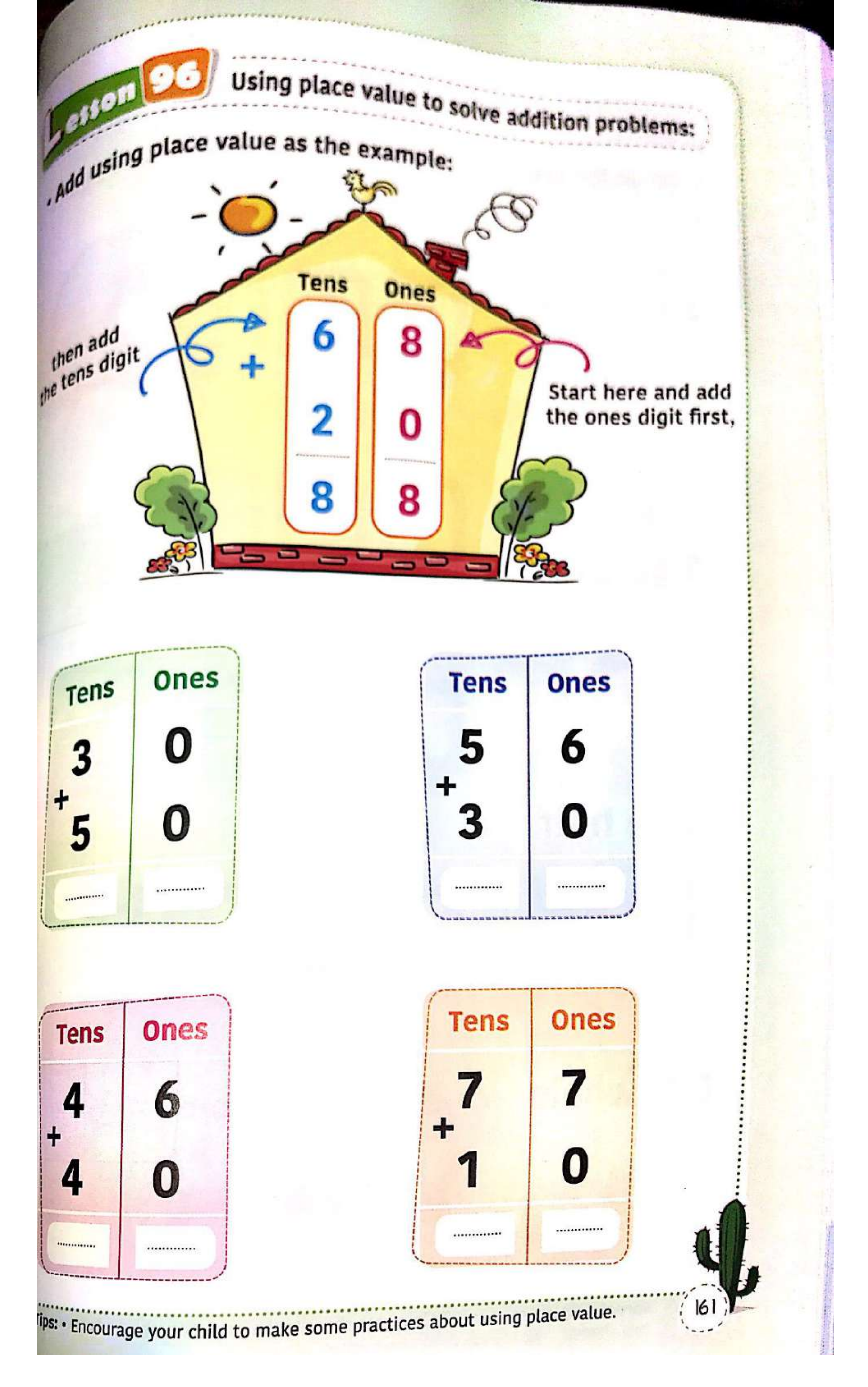
..................

..................

yogurt



**Parents' Tips:** • Let your child discover and show some examples for solids which he/she has studied from his/her environment.



## Lesson 96 Using place value to solve addition problems:

. Add using place value as the example:



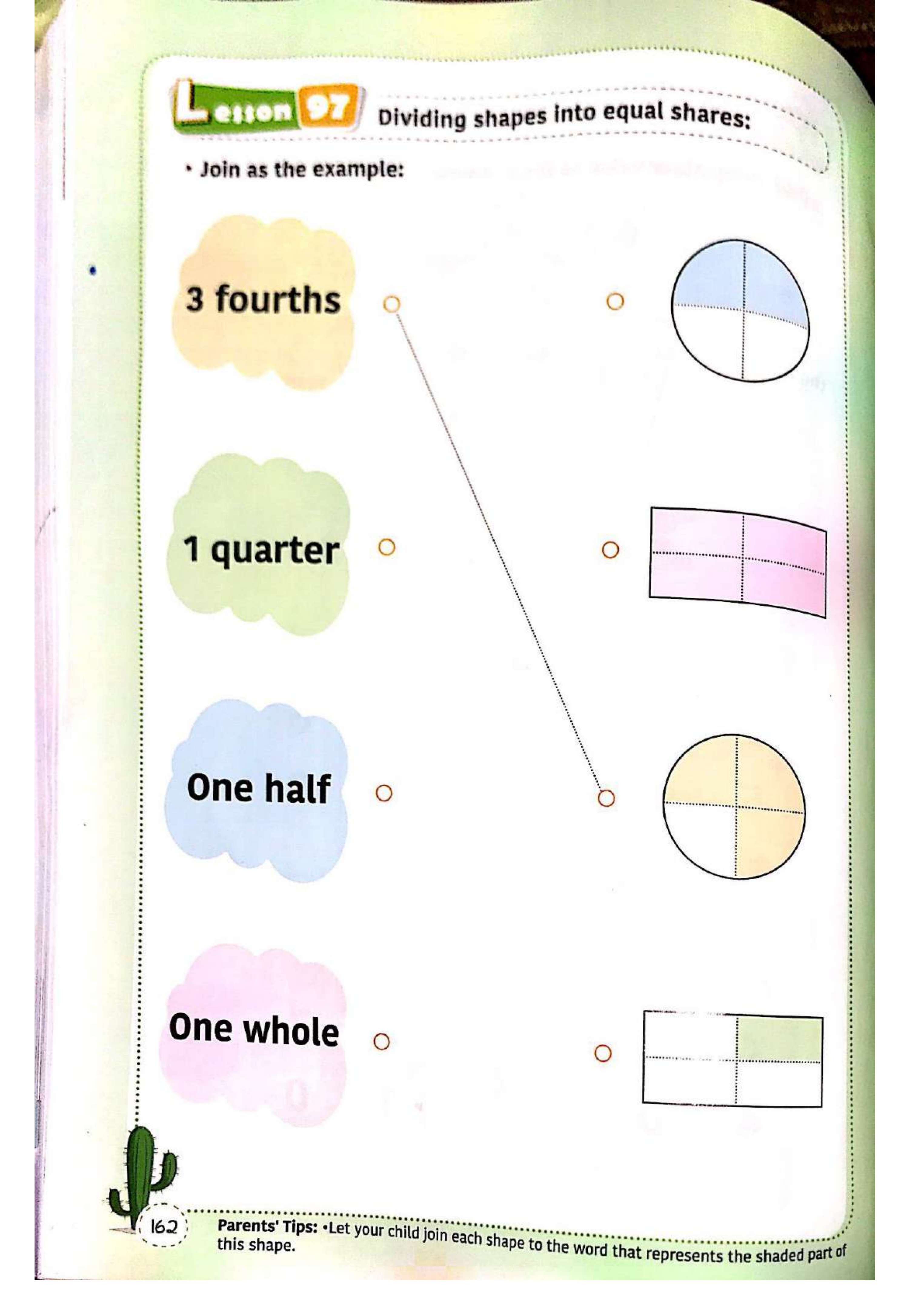
| Tens | Ones |
|---|---|
| 3 | 0 |
| + 5 | 0 |
| .......... | .......... |

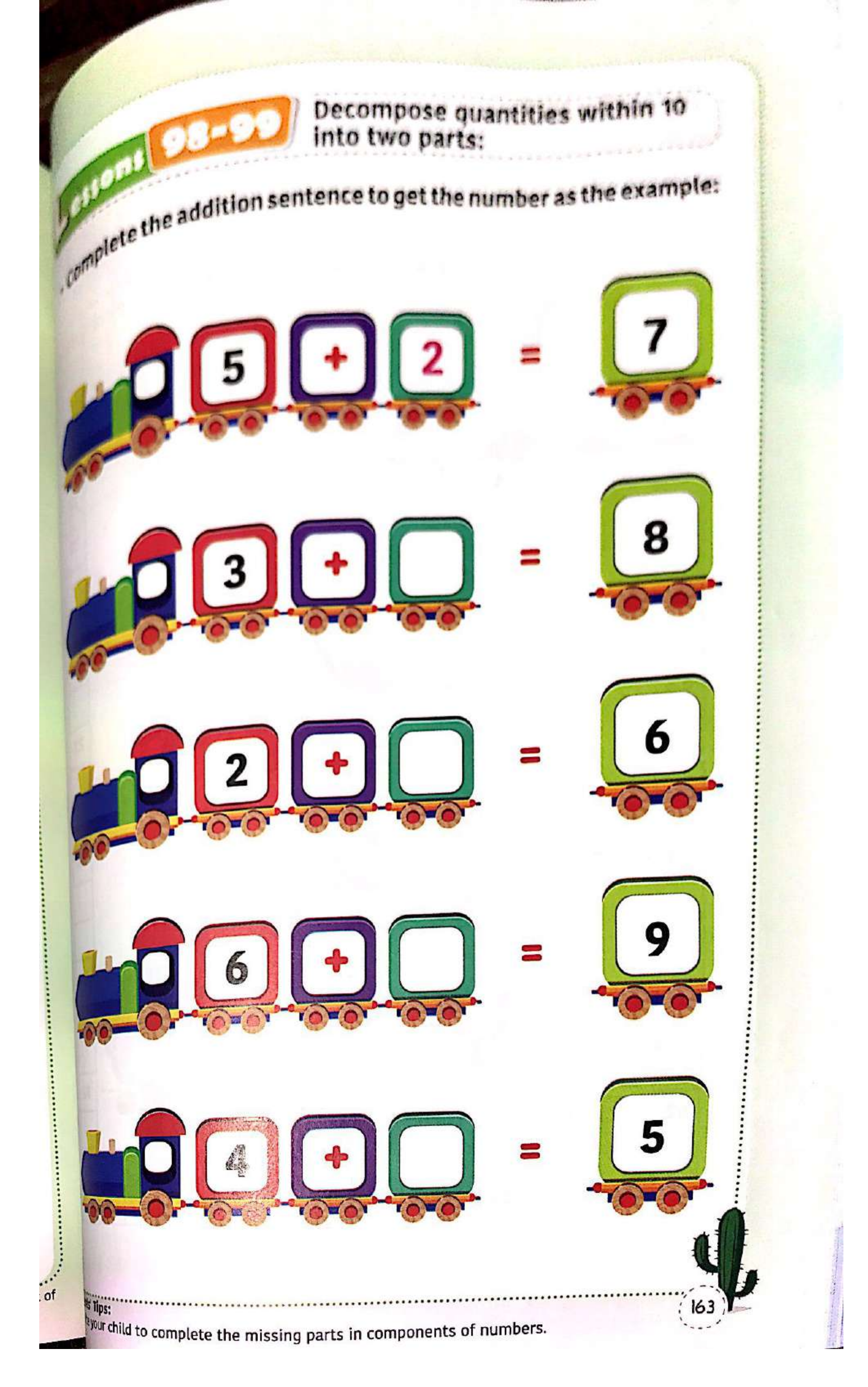
| Tens | Ones |
|---|---|
| 5 | 6 |
| + 3 | 0 |
| .......... | .......... |

| Tens | Ones |
|---|---|
| 4 | 6 |
| + 4 | 0 |
| .......... | .......... |

| Tens | Ones |
|---|---|
| 7 | 7 |
| + 1 | 0 |
| .......... | .......... |

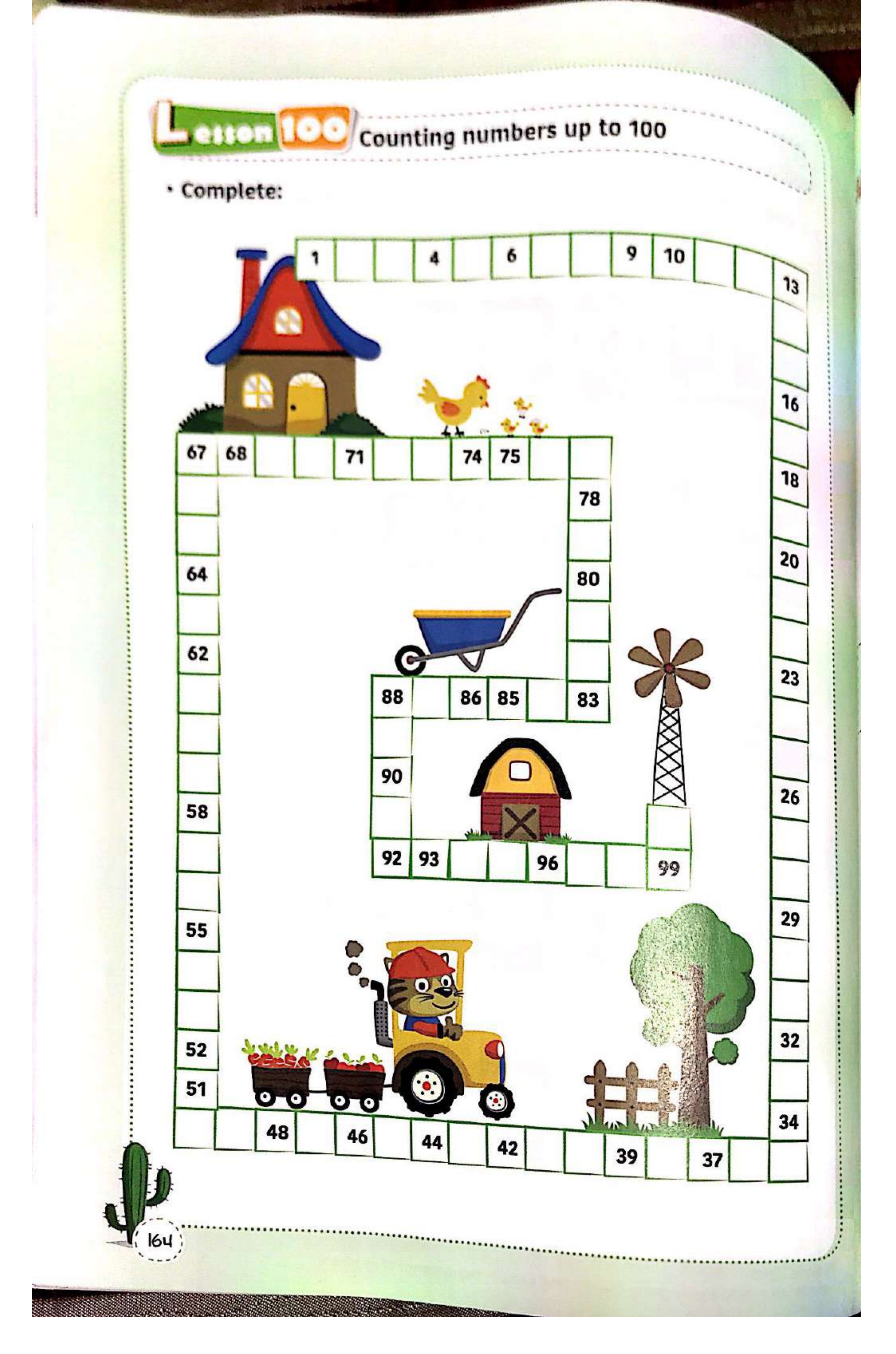
Tips: • Encourage your child to make some practices about using place value.

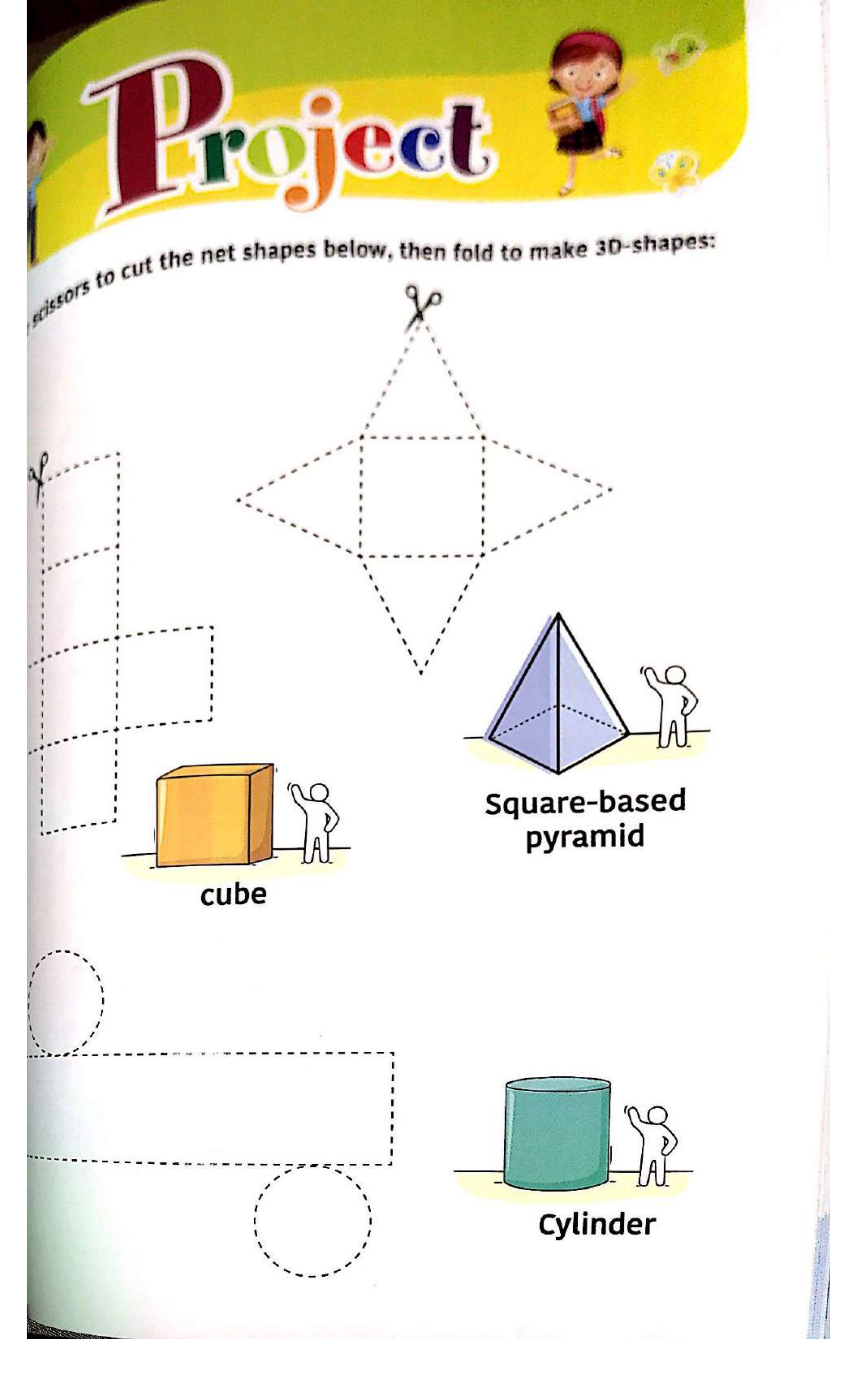

Lesson 97
Dividing shapes into equal shares:
• Join as the example:
3 fourths
1 quarter
One half
One whole
162
Parents' Tips: •Let your child join each shape to the word that represents the shaded part of this shape.

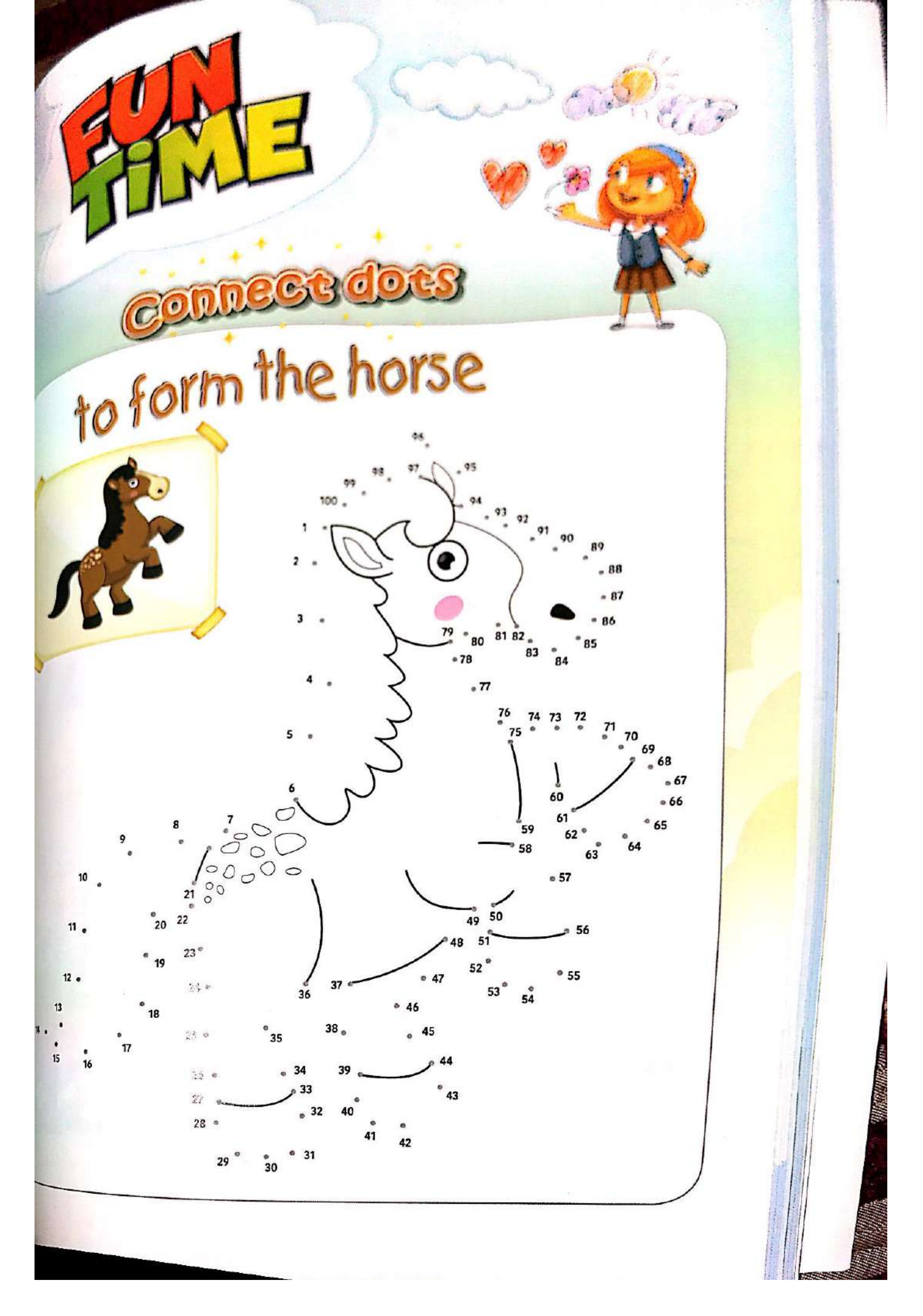

98-99
Decompose quantities within 10 into two parts:
the addition sentence to get the number as the example:
5 + 2 = 7
3 + = 8
2 + = 6
6 + = 9
4 + = 5
Tips:
your child to complete the missing parts in components of numbers.
163

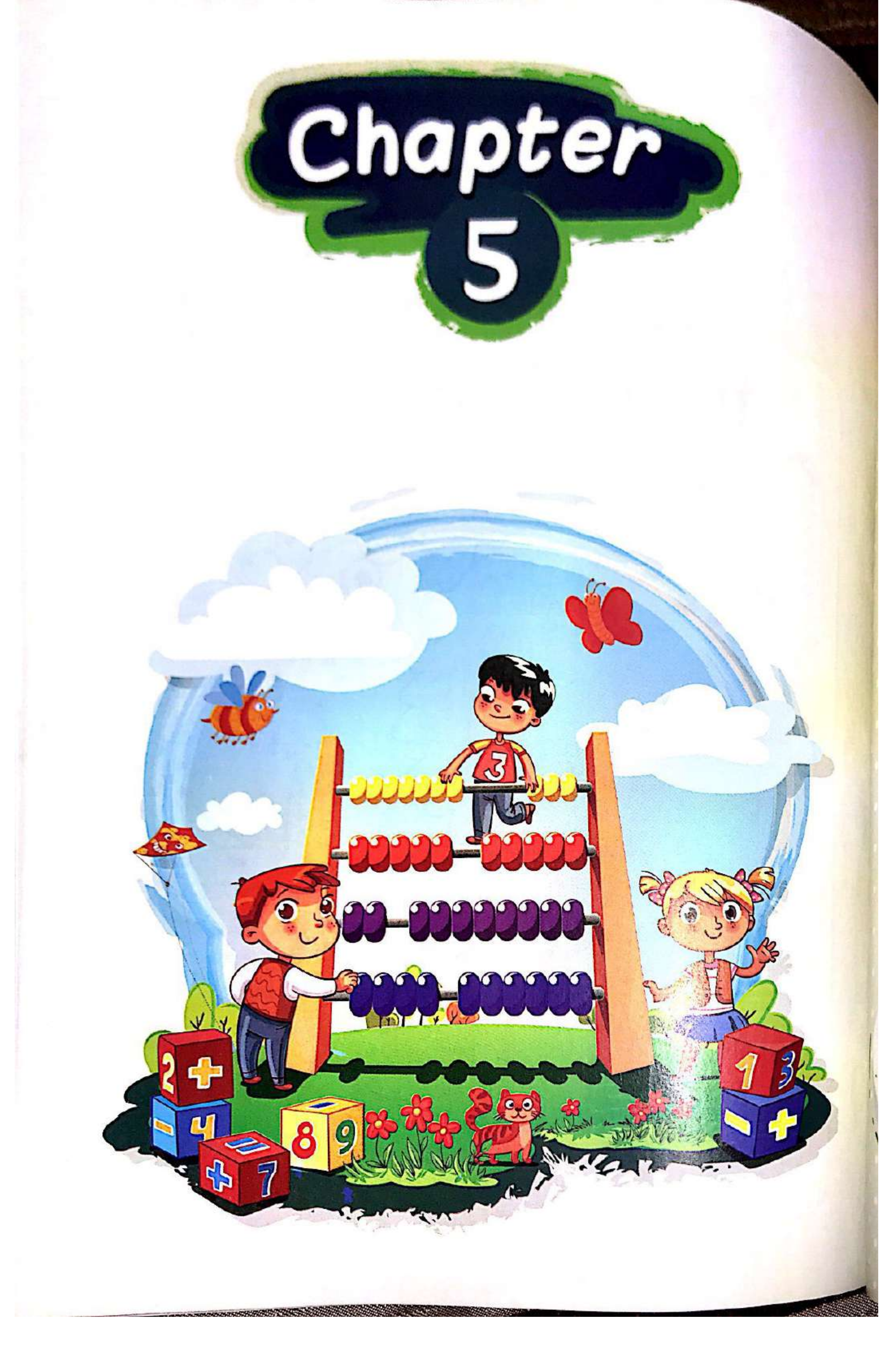
## Lesson 100 Counting numbers up to 100

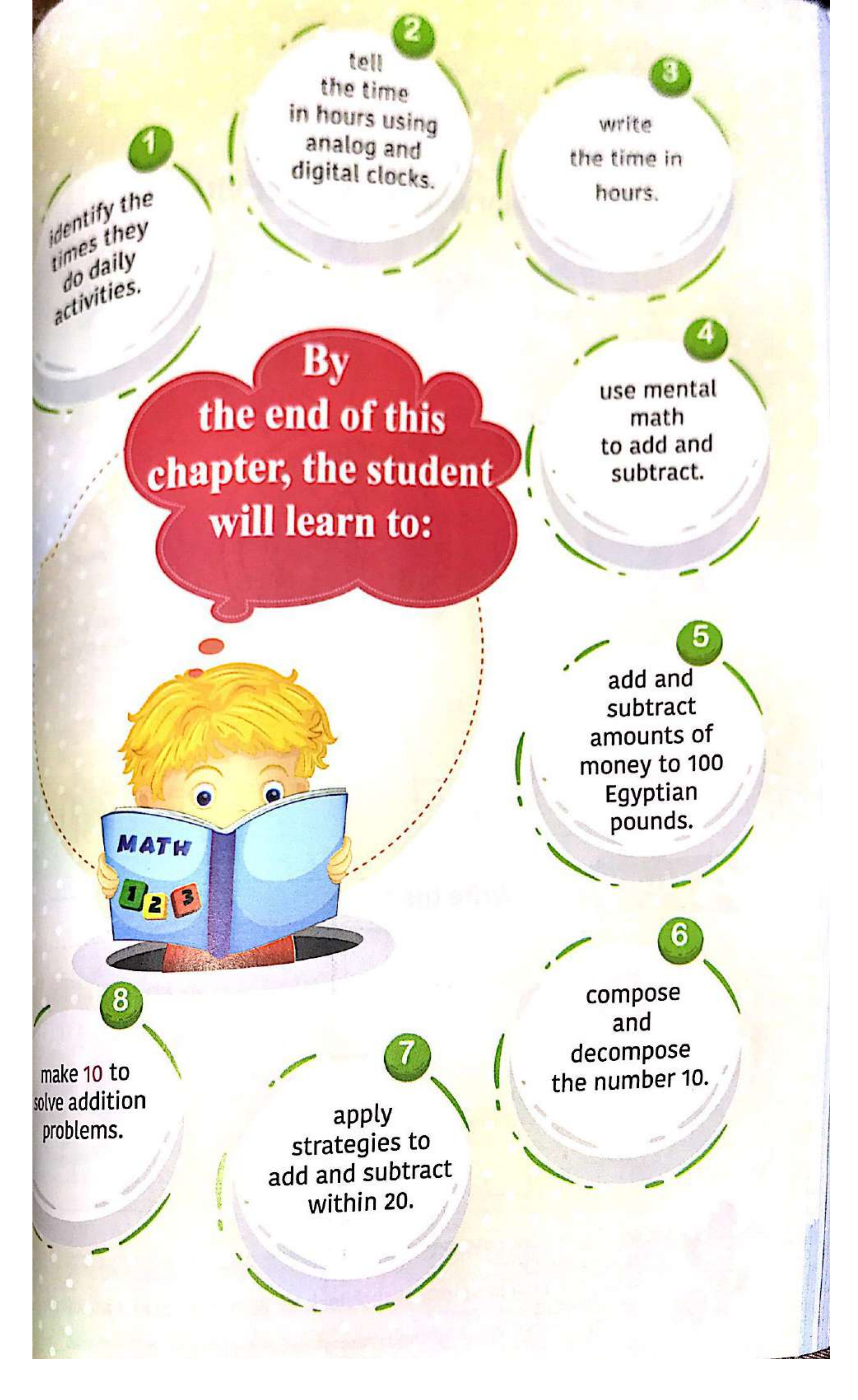
• Complete:




Project
scissors to cut the net shapes below, then fold to make 3D-shapes:
cube
Square-based
pyramid
Cylinder


FUN TiME
Connect dots
to form the horse

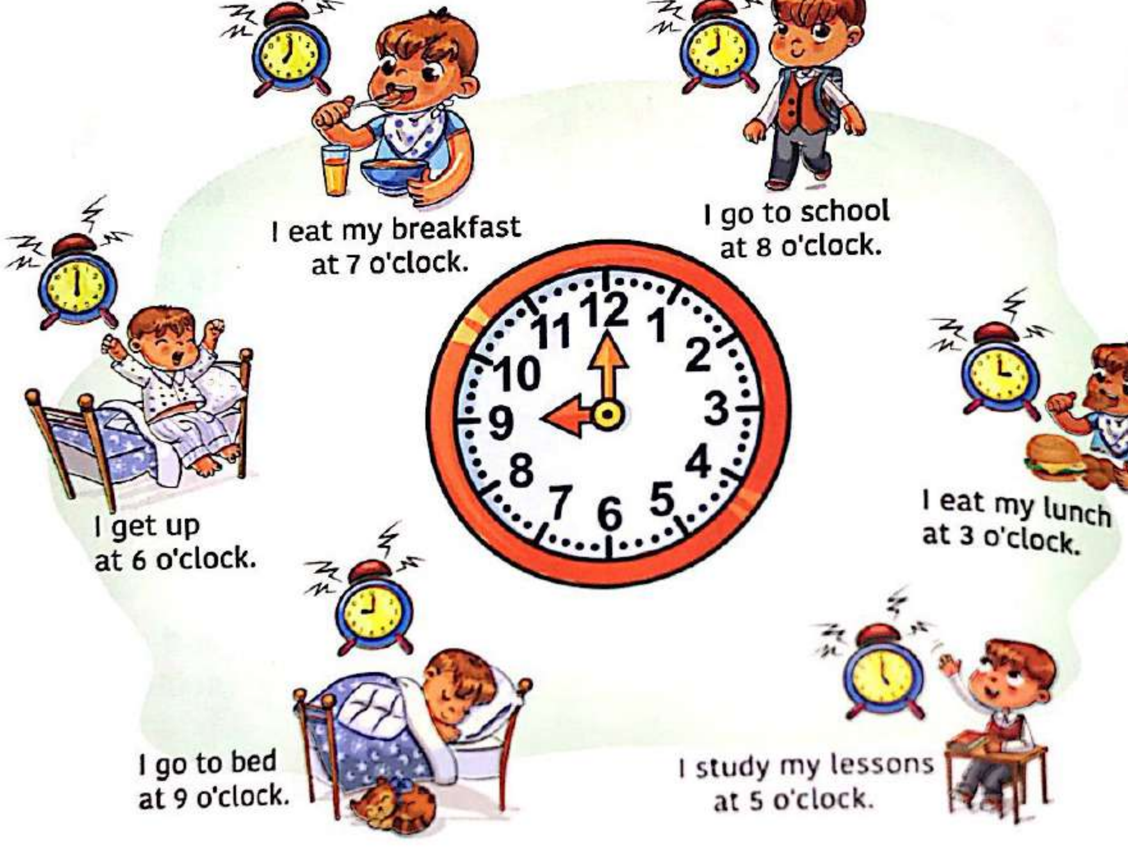

Chapter
5



1
identify the times they do daily activities.
2
tell the time in hours using analog and digital clocks.
3
write the time in hours.
By the end of this chapter, the student will learn to:
4
use mental math to add and subtract.
5
add and subtract amounts of money to 100 Egyptian pounds.
MATH
1 2 3
6
compose and decompose the number 10.
7
apply strategies to add and subtract within 20.
8
make 10 to solve addition problems.

# 7 Identify the time

## Observe the daily activities







Write the time:



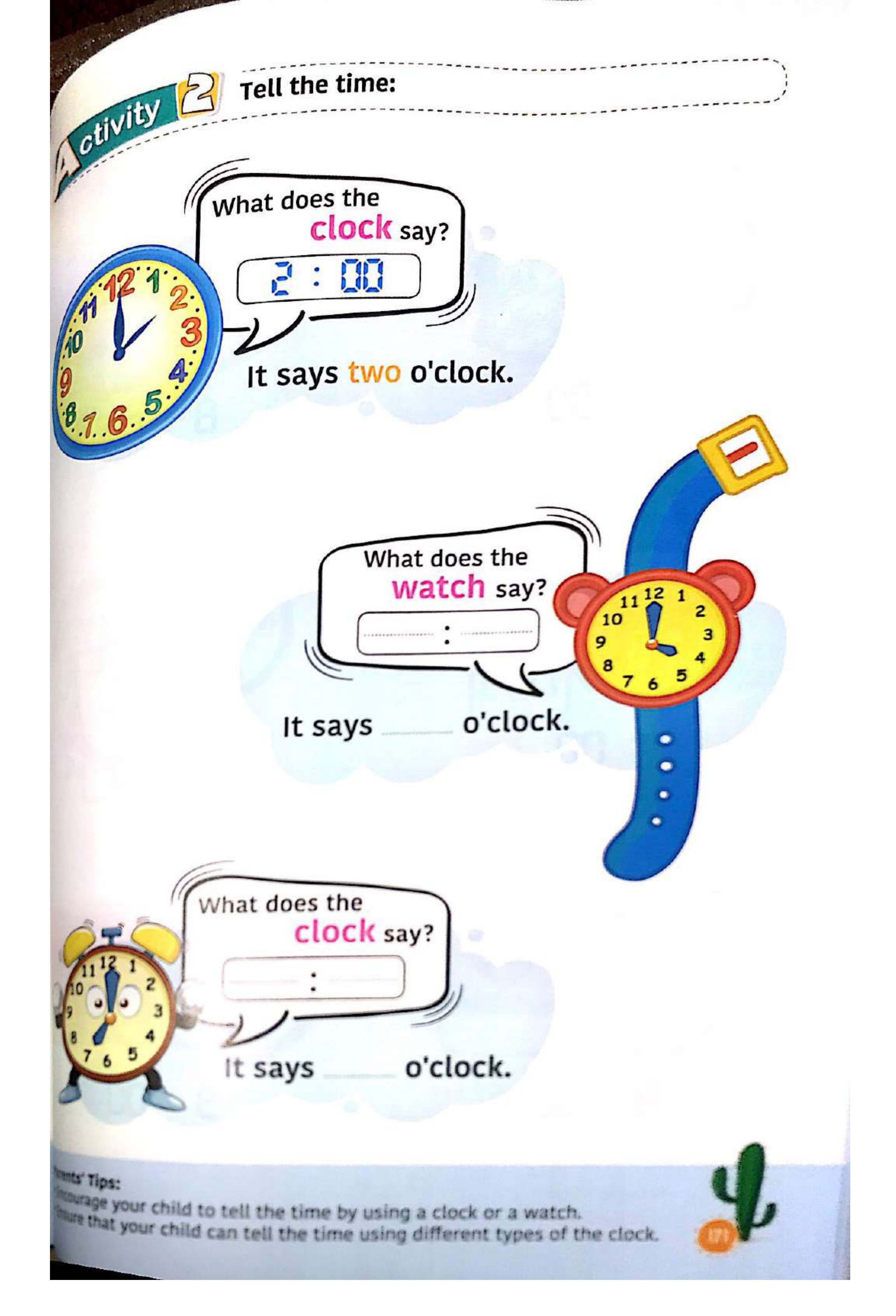


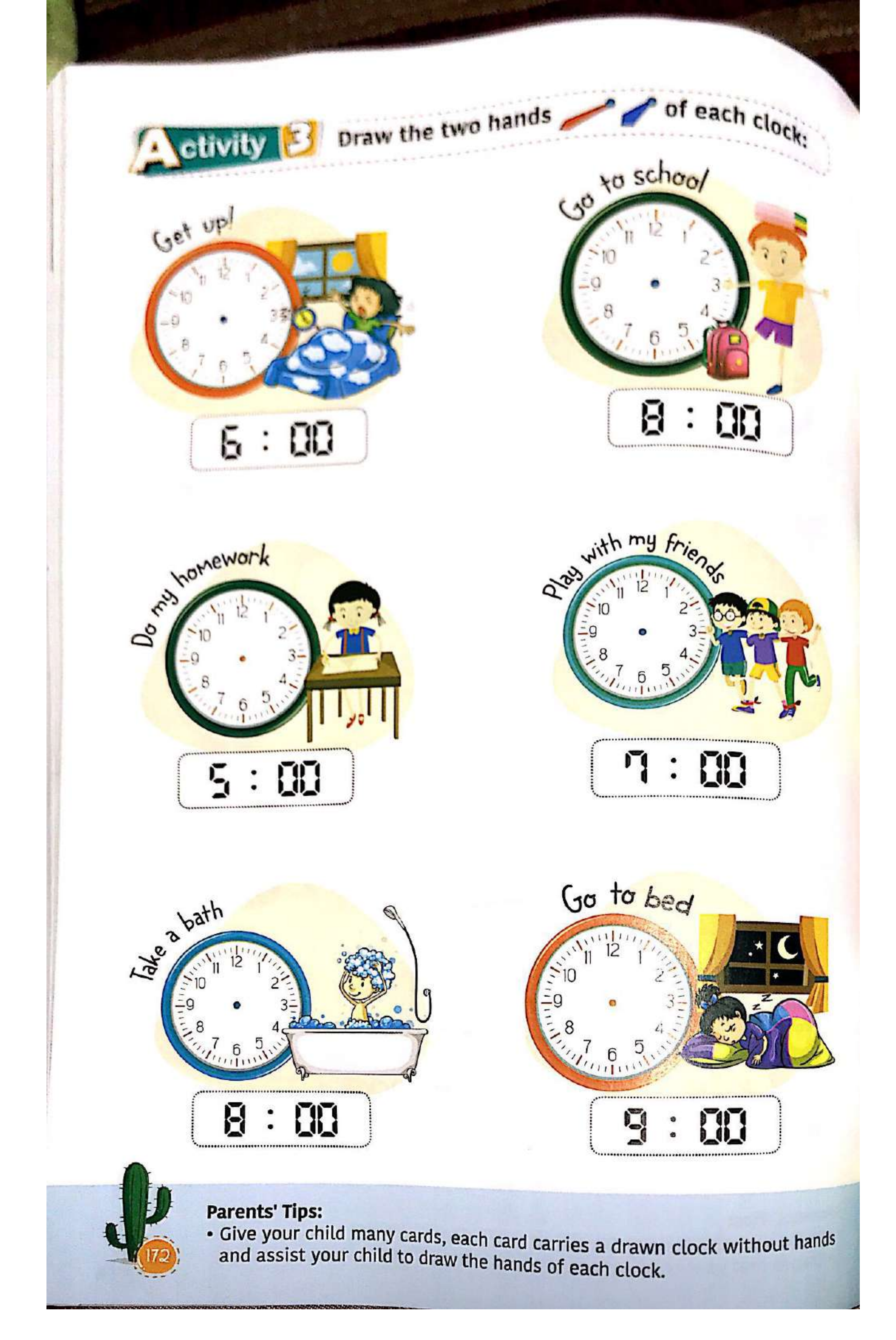




**Daily Practice:**

- Invite your child to look at the clock in his/her room and ask him/her to tell you the time in hours.
- Discuss with your child the times of daily activities.


Activity 2
Tell the time:
What does the clock say?
2 : 00
It says two o'clock.
What does the watch say?
:
It says ______ o'clock.
What does the clock say?
:
It says ______ o'clock.
ents' Tips:
ourage your child to tell the time by using a clock or a watch.
ure that your child can tell the time using different types of the clock.



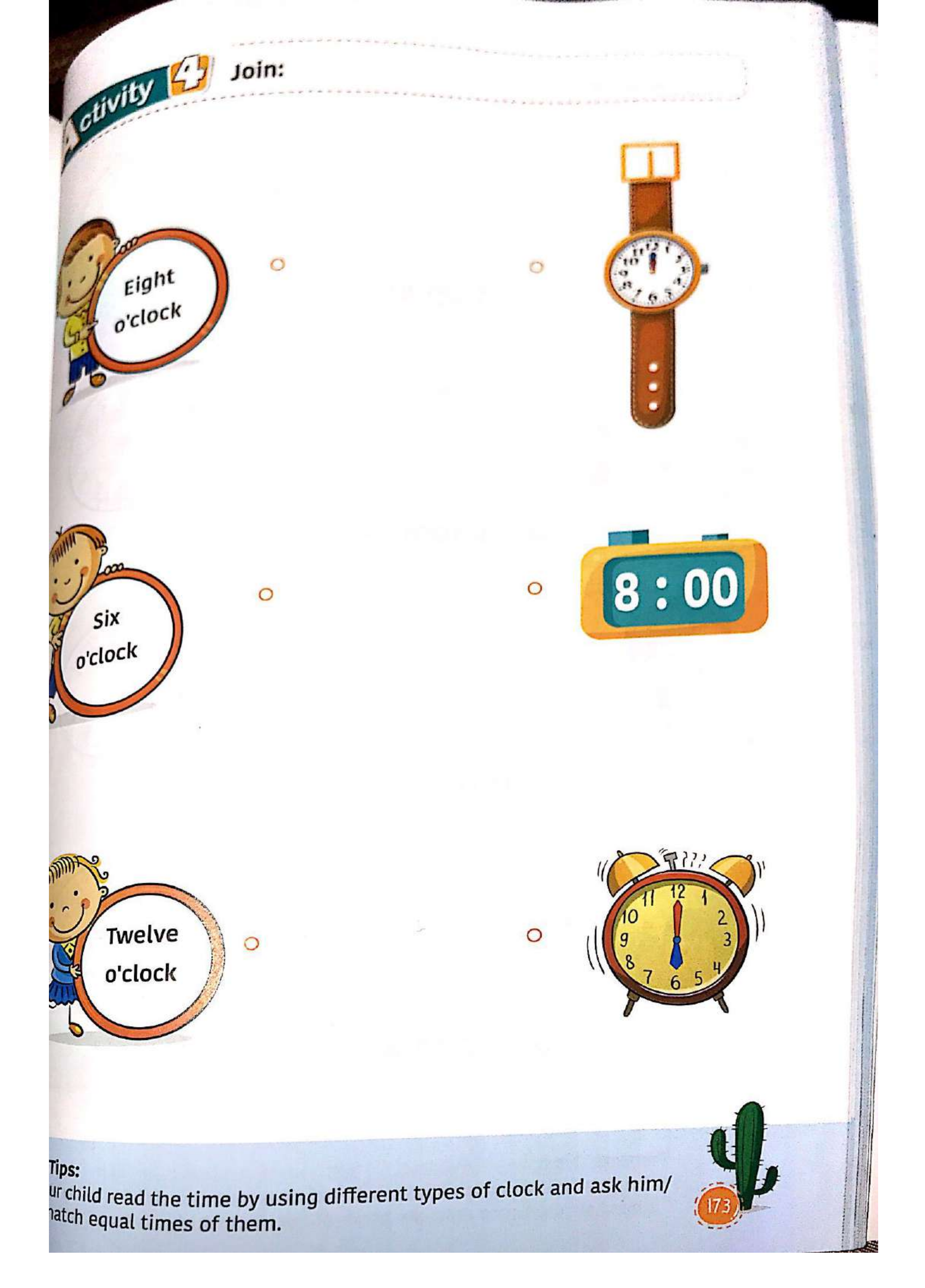
## Activity 3 Draw the two hands of each clock:



**Parents' Tips:**

- Give your child many cards, each card carries a drawn clock without hands and assist your child to draw the hands of each clock.

## Activity 4 Join:




Tips:
ur child read the time by using different types of clock and ask him/
natch equal times of them.




Tell the time and draw the two hands in each clock:





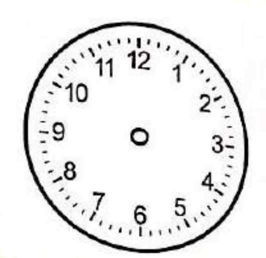
I get up at 6 o'clock.





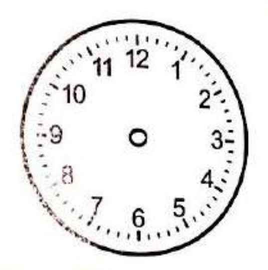

I go to school at .................... o'clock.





I eat lunch at .................... o'clock.





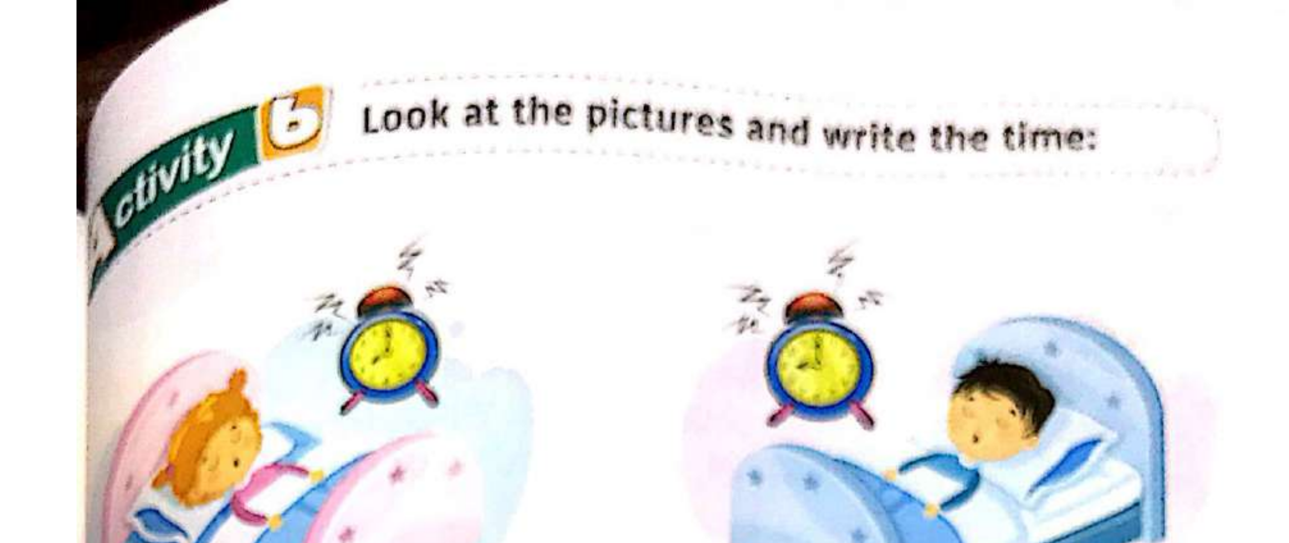
I go to bed at .................... o'clock.



**Parents' Tips:**

- Let your child recognize the activities of daily routine and the time of each activity, then ask him/her to draw the hands of the clock which represent each activity.

## Activity 6 Look at the pictures and write the time:



...nan goes to bed at 8 o'clock. Sherif goes to bed at 9 o'clock.



Hanan goes to bed at .................... o'clock.

Sherif goes to bed at .................... o'clock.

## I learned

- Identifying the times of doing daily activities.
- Telling and writing times in hours.
- Recognizing different kinds of clocks (analog clock, digital clock, watch, etc ....).




...nts' Tips: •Let your child discover the time of activities of daily routine ...how him/her two times of going to the bed, then help him/her to know ...fference between two words (earlier and later).





# Using mental math to add and subtract



When we move across the chart, we are adding or subtracting in ones. When we move up or down the chart, we are adding or subtracting in tens

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

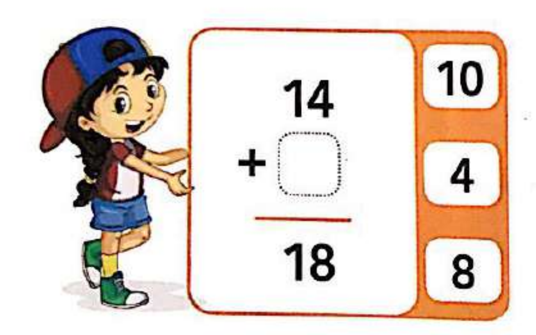
**19 - 9**

Start from 19 and move backwards 9 steps, you will reach 10.

**57 + 20**

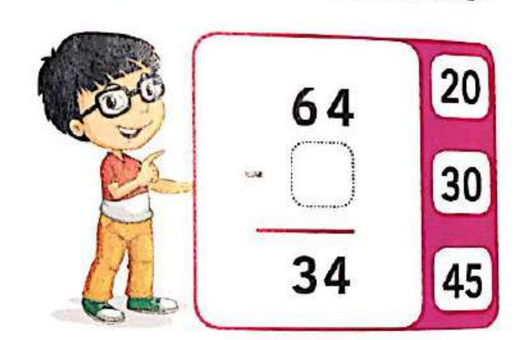
Start from 57 and move down two rows, you will reach 77.

**Activity 1** Use the hundred chart to add and subtract, then circle the correct answer:



$14 + \square = 18$

10 | 4 | 8



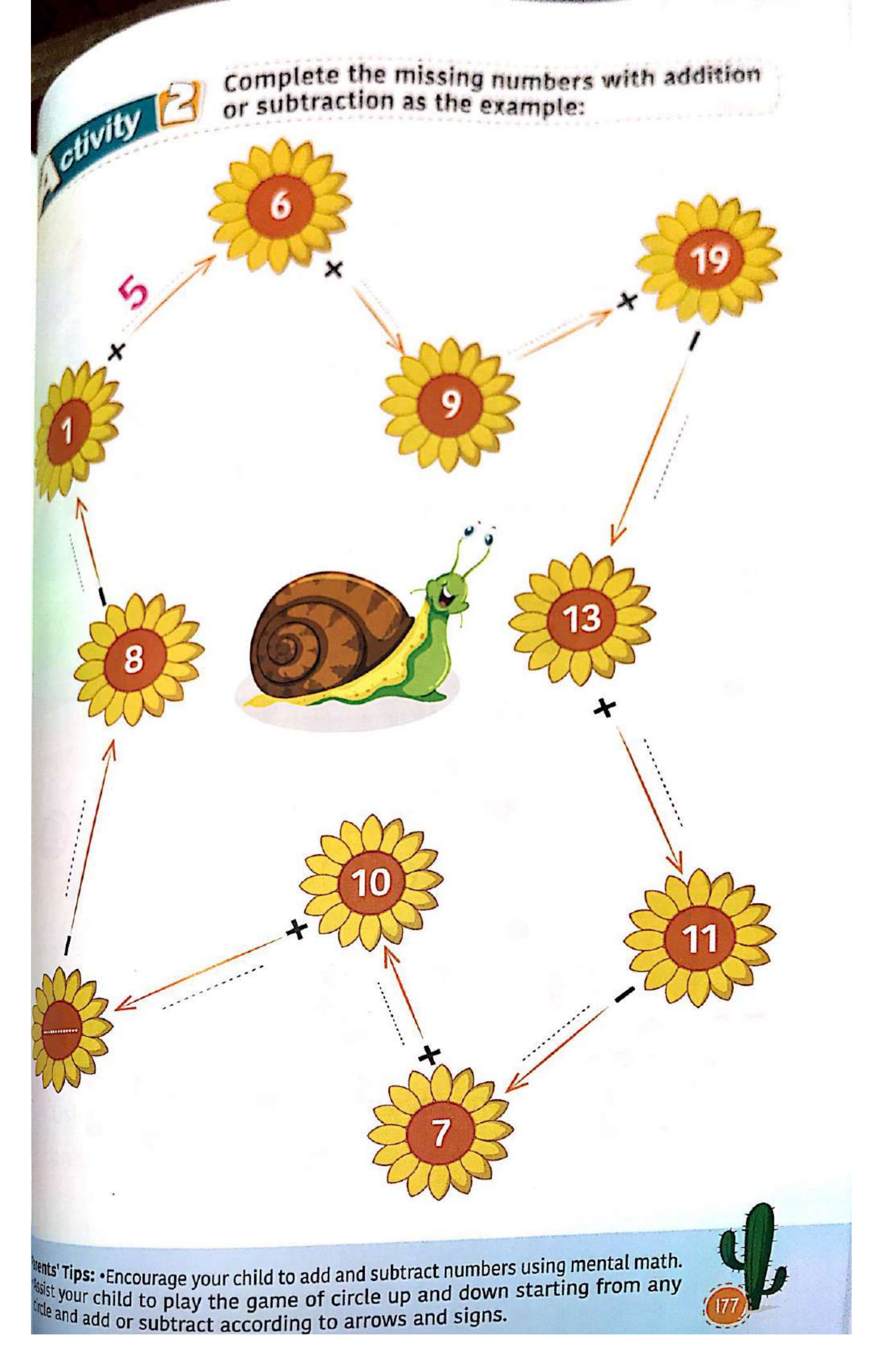
$64 - \square = 34$

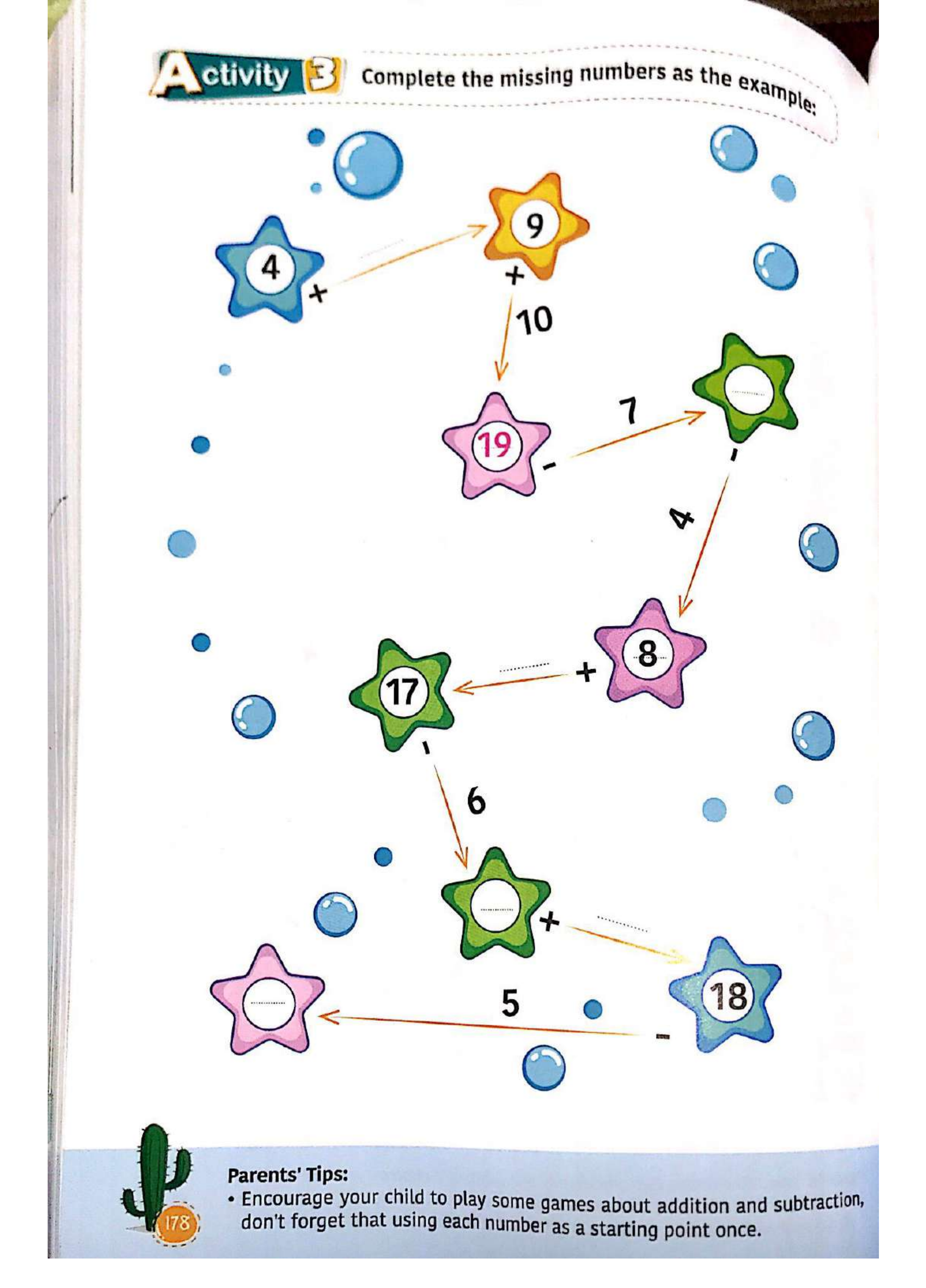
20 | 30 | 45

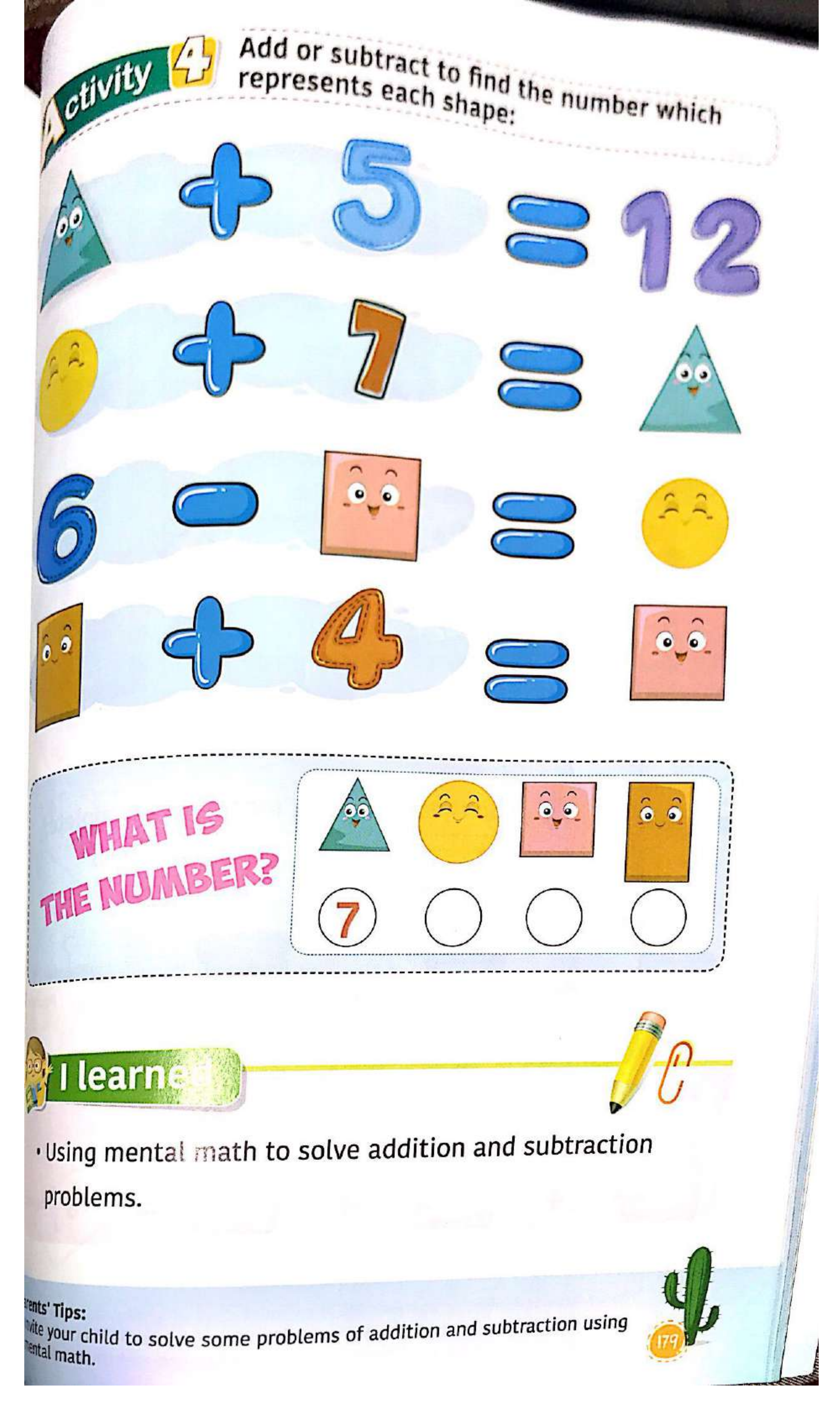


**Daily Practice:**

- Invite your child to count the days which he/she has been in school and ask him/her to draw a circle around the day he/she passed in the hundred chart.


Activity 2
Complete the missing numbers with addition or subtraction as the example:
6
19
5
+
9
1
13
8
10
11
7
Parents' Tips: •Encourage your child to add and subtract numbers using mental math.
Assist your child to play the game of circle up and down starting from any circle and add or subtract according to arrows and signs.


Activity 3
Complete the missing numbers as the example:
4
+
9
+
10
19
-
7
-
4
8
+
17
-
6
+
18
-
5
Parents' Tips:
• Encourage your child to play some games about addition and subtraction, don't forget that using each number as a starting point once.
178



## Activity 4

Add or subtract to find the number which represents each shape:

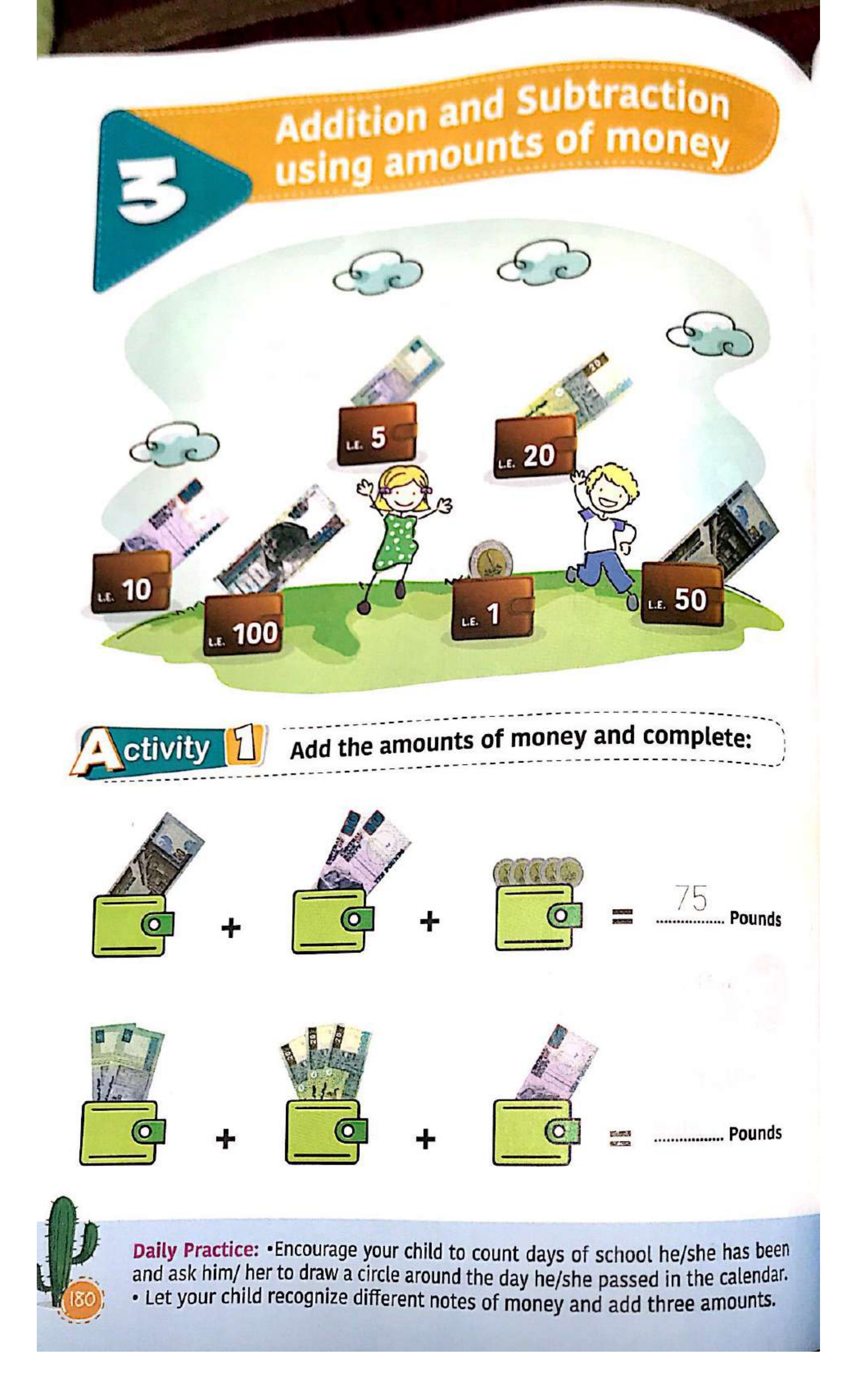
WHAT IS THE NUMBER?

7

## I learned

• Using mental math to solve addition and subtraction problems.

Parents' Tips:
Invite your child to solve some problems of addition and subtraction using mental math.



# 3 Addition and Subtraction using amounts of money

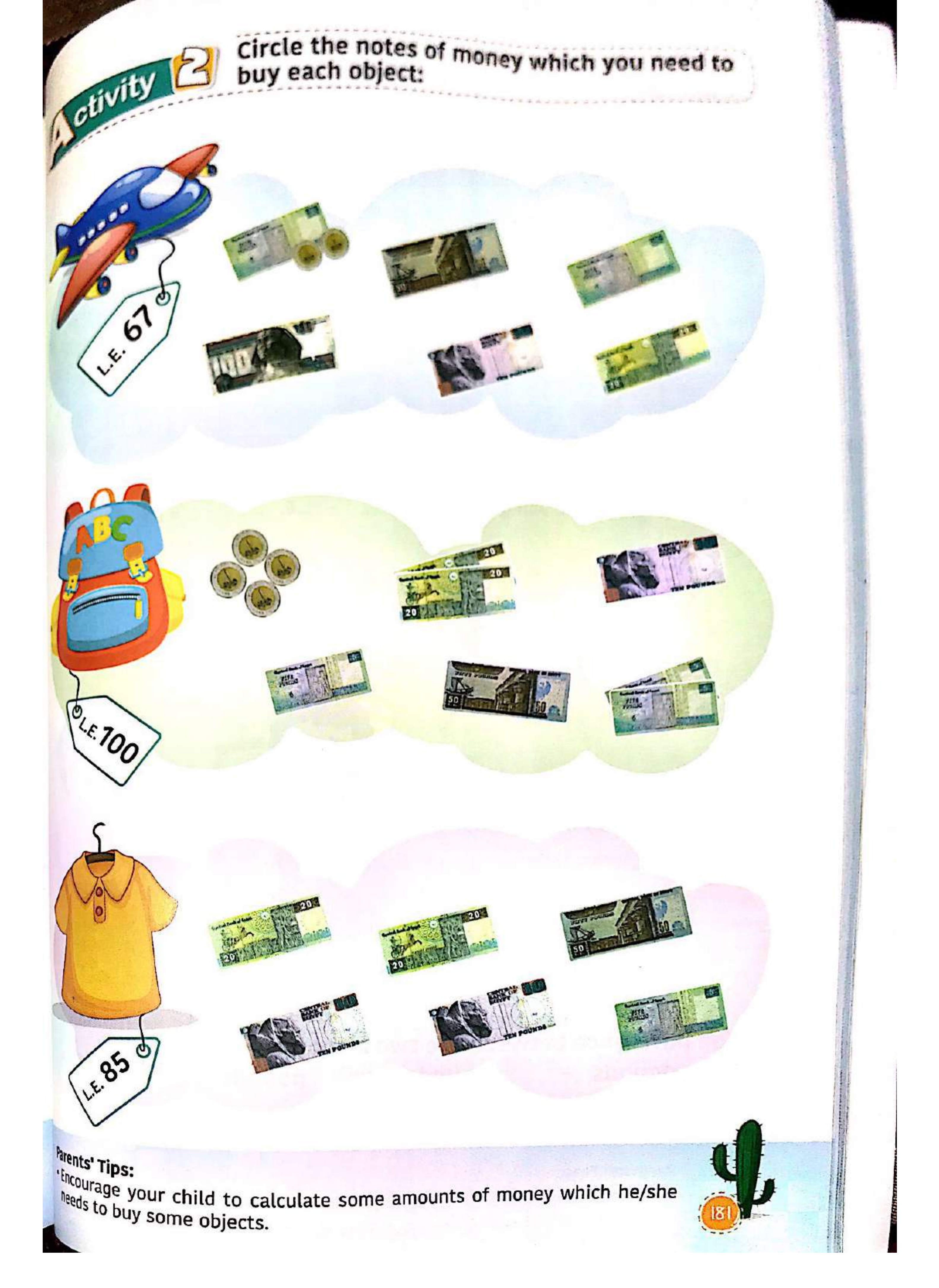


**Activity 1** Add the amounts of money and complete:

+ + = 75 ................ Pounds

+ + = ................ Pounds

**Daily Practice:** •Encourage your child to count days of school he/she has been and ask him/ her to draw a circle around the day he/she passed in the calendar.
• Let your child recognize different notes of money and add three amounts.




Circle the notes of money which you need to buy each object:

Parents' Tips:
• Encourage your child to calculate some amounts of money which he/she needs to buy some objects.




Read and answer:

Hamada has the opposite amount of money. He wants to buy a toy for L.E. 56. How much change will he get?



•The change which he will get = L.E. ........... - L.E. ........... = L.E. ...........

Tamer has 85 pounds and Hany has 60 pounds. Find the difference between the two amounts of money.

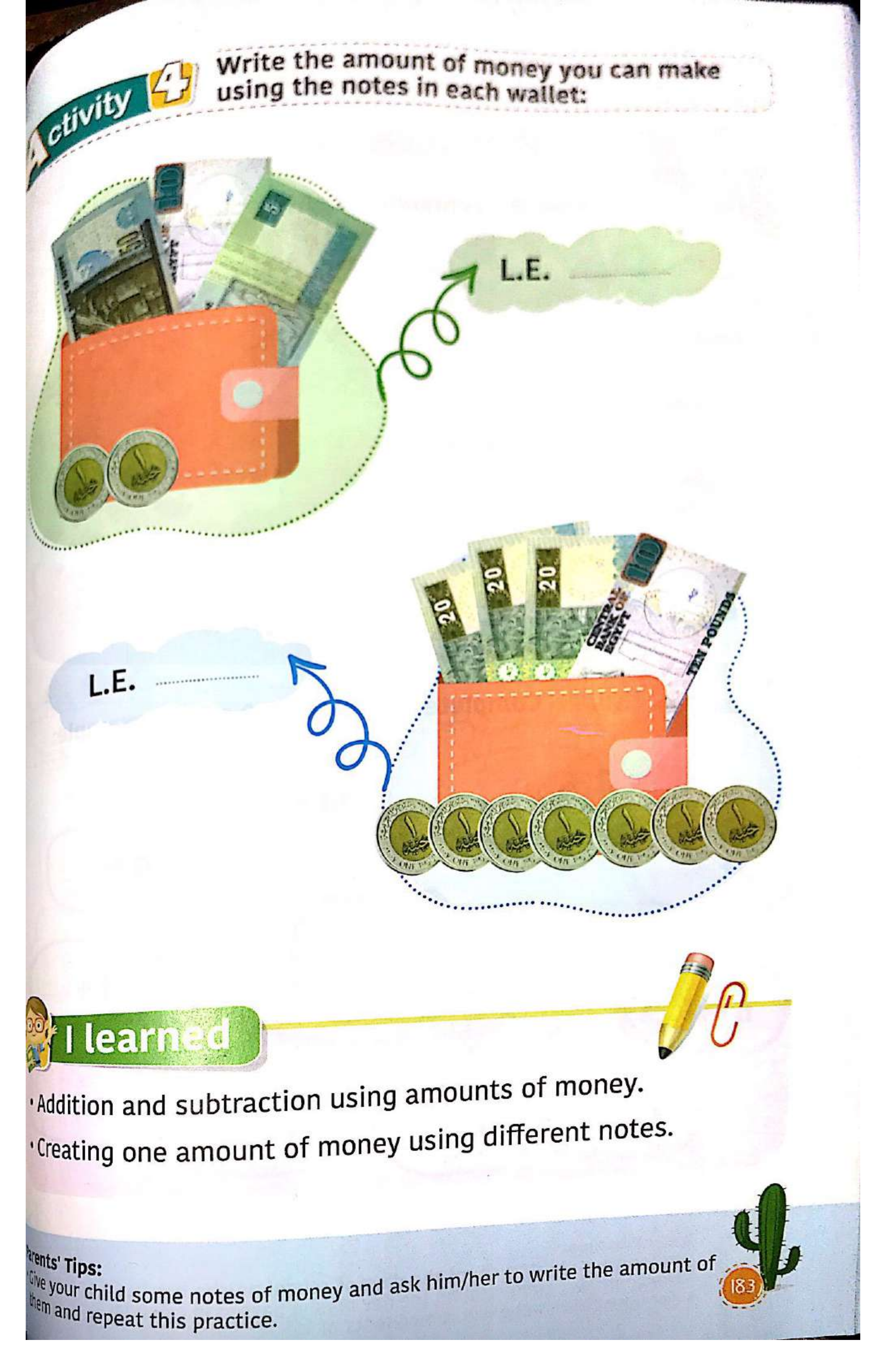


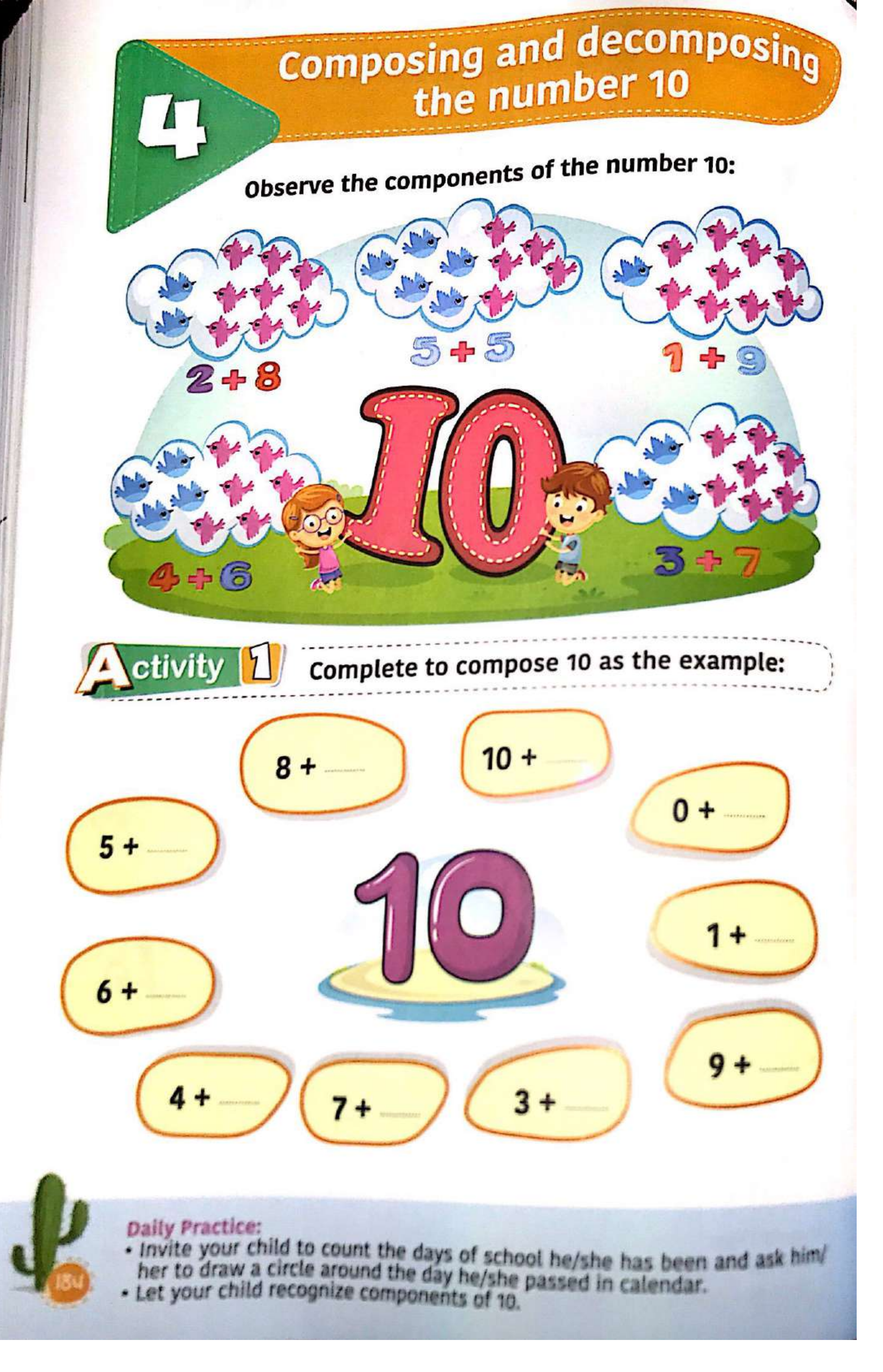

•The difference between the two amounts =
........ pounds - ........ pounds = ........ pounds



**Parents' Tips:**

- Let your child calculate the amounts of money to buy some objects.
- Assist him/her to know how to calculate the difference between two amounts of money.


Activity 4
Write the amount of money you can make using the notes in each wallet:
L.E. ..........
L.E. ..........
I learned
• Addition and subtraction using amounts of money.
• Creating one amount of money using different notes.
Parents' Tips:
• Give your child some notes of money and ask him/her to write the amount of them and repeat this practice.
183



# 4 Composing and decomposing the number 10

Observe the components of the number 10:

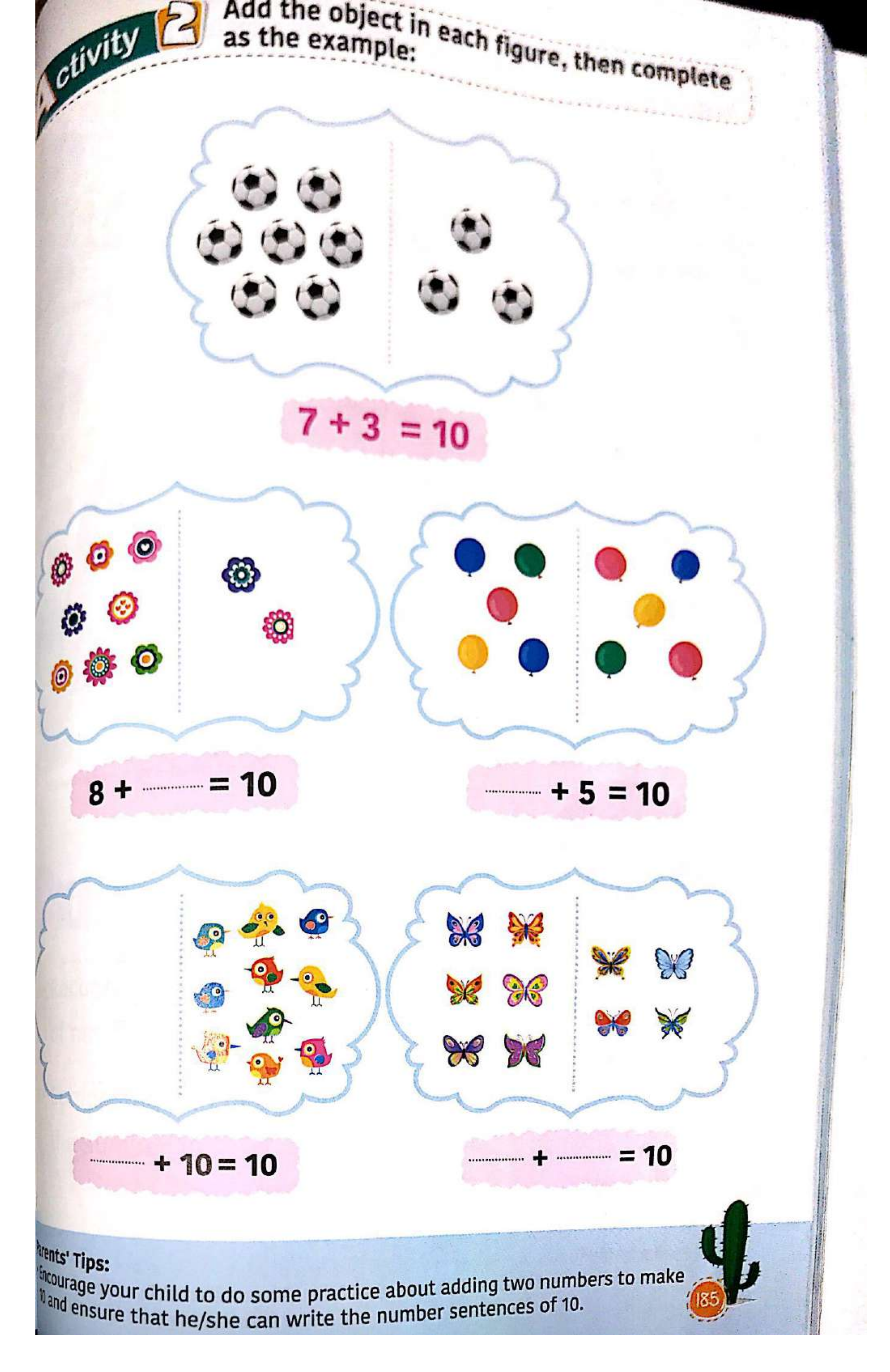


**Activity 1** Complete to compose 10 as the example:



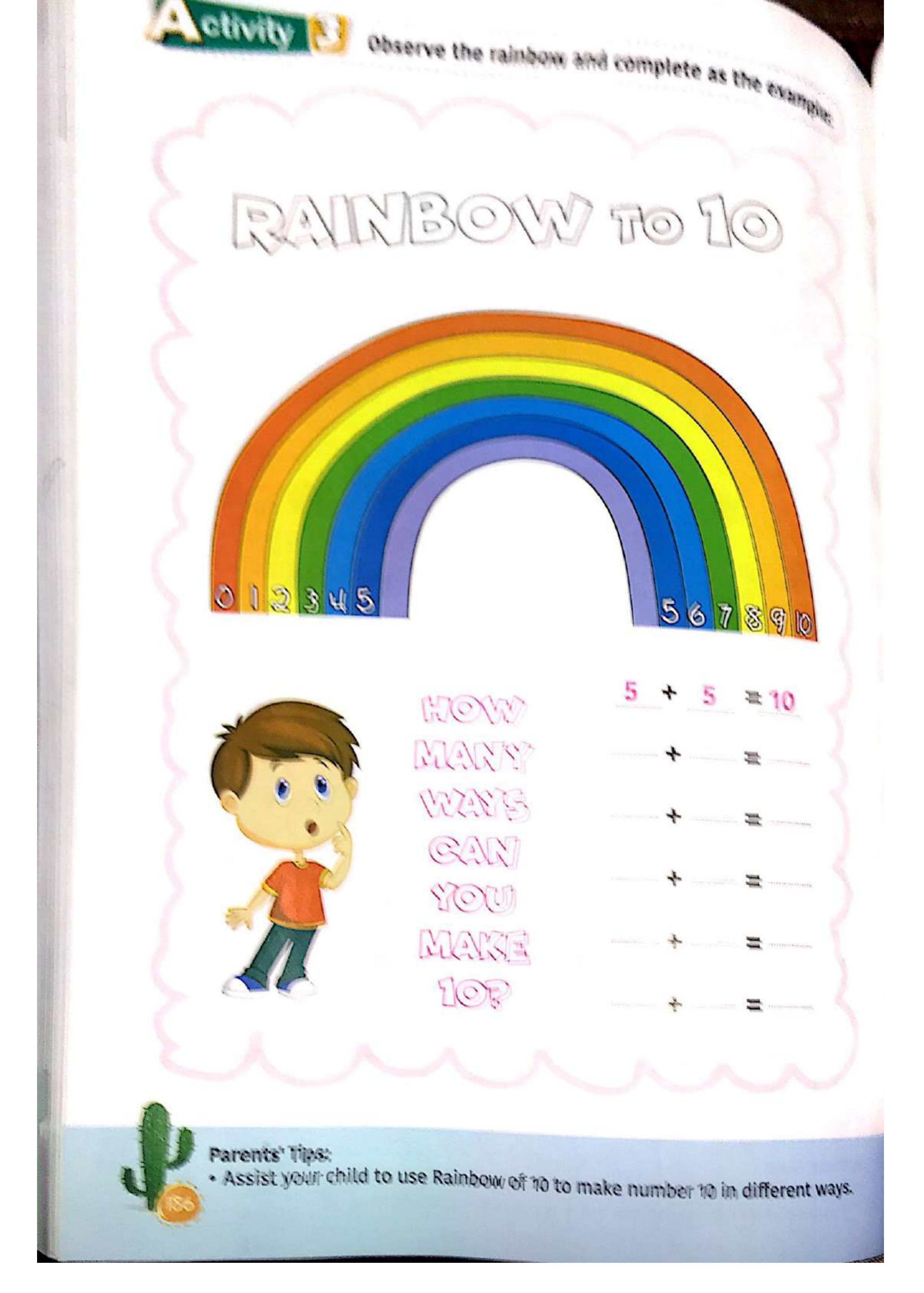
**Daily Practice:**

- Invite your child to count the days of school he/she has been and ask him/her to draw a circle around the day he/she passed in calendar.
- Let your child recognize components of 10.



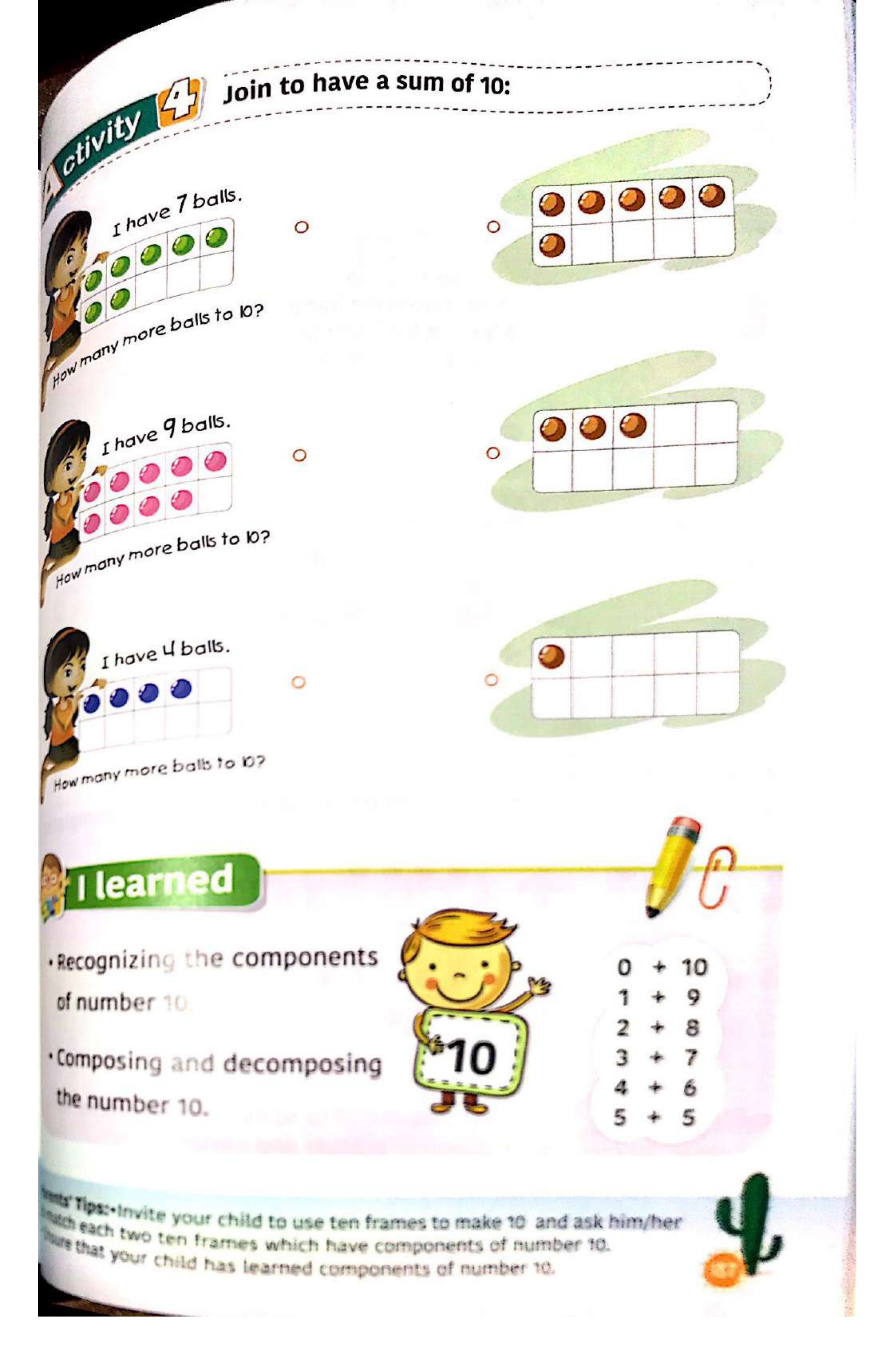
ctivity 2
Add the object in each figure, then complete as the example:
7 + 3 = 10
8 + ........ = 10
........ + 5 = 10
........ + 10 = 10
........ + ........ = 10
rents' Tips:
ncourage your child to do some practice about adding two numbers to make 10 and ensure that he/she can write the number sentences of 10.
185

Activity 3 Observe the rainbow and complete as the example.




**Parents' Tips:**

- Assist your child to use Rainbow of 10 to make number 10 in different ways.



## ctivity 4 Join to have a sum of 10:

I have 7 balls.

How many more balls to 10?

I have 9 balls.

How many more balls to 10?

I have 4 balls.

How many more balls to 10?

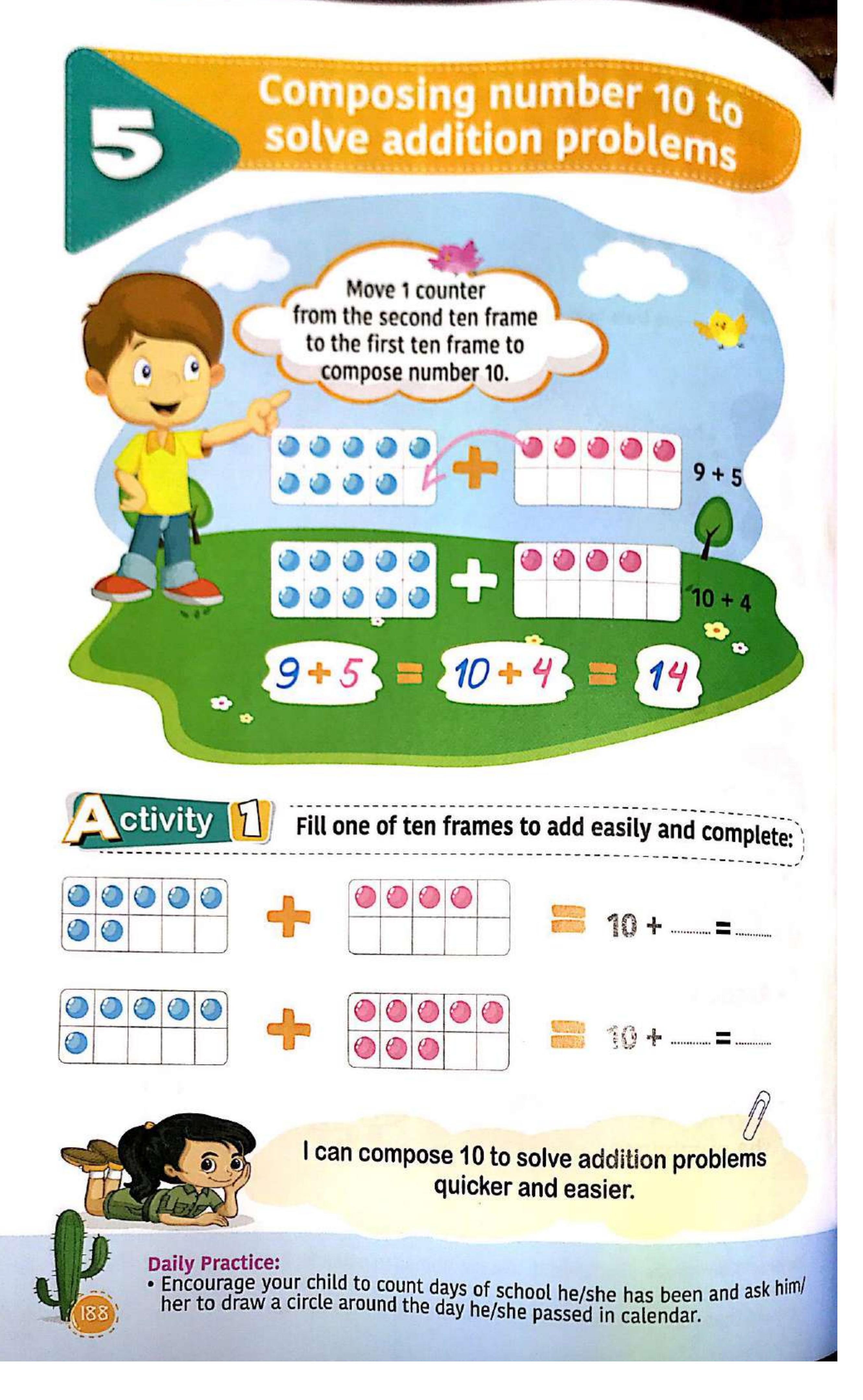
## I learned

- Recognizing the components of number 10.
- Composing and decomposing the number 10.



0 + 10
1 + 9
2 + 8
3 + 7
4 + 6
5 + 5

...nts' Tips:- Invite your child to use ten frames to make 10 and ask him/her ...atch each two ten frames which have components of number 10. ...ure that your child has learned components of number 10.



# 5 Composing number 10 to solve addition problems

Move 1 counter from the second ten frame to the first ten frame to compose number 10.

9 + 5

10 + 4

9 + 5 = 10 + 4 = 14

## Activity 1

Fill one of ten frames to add easily and complete:

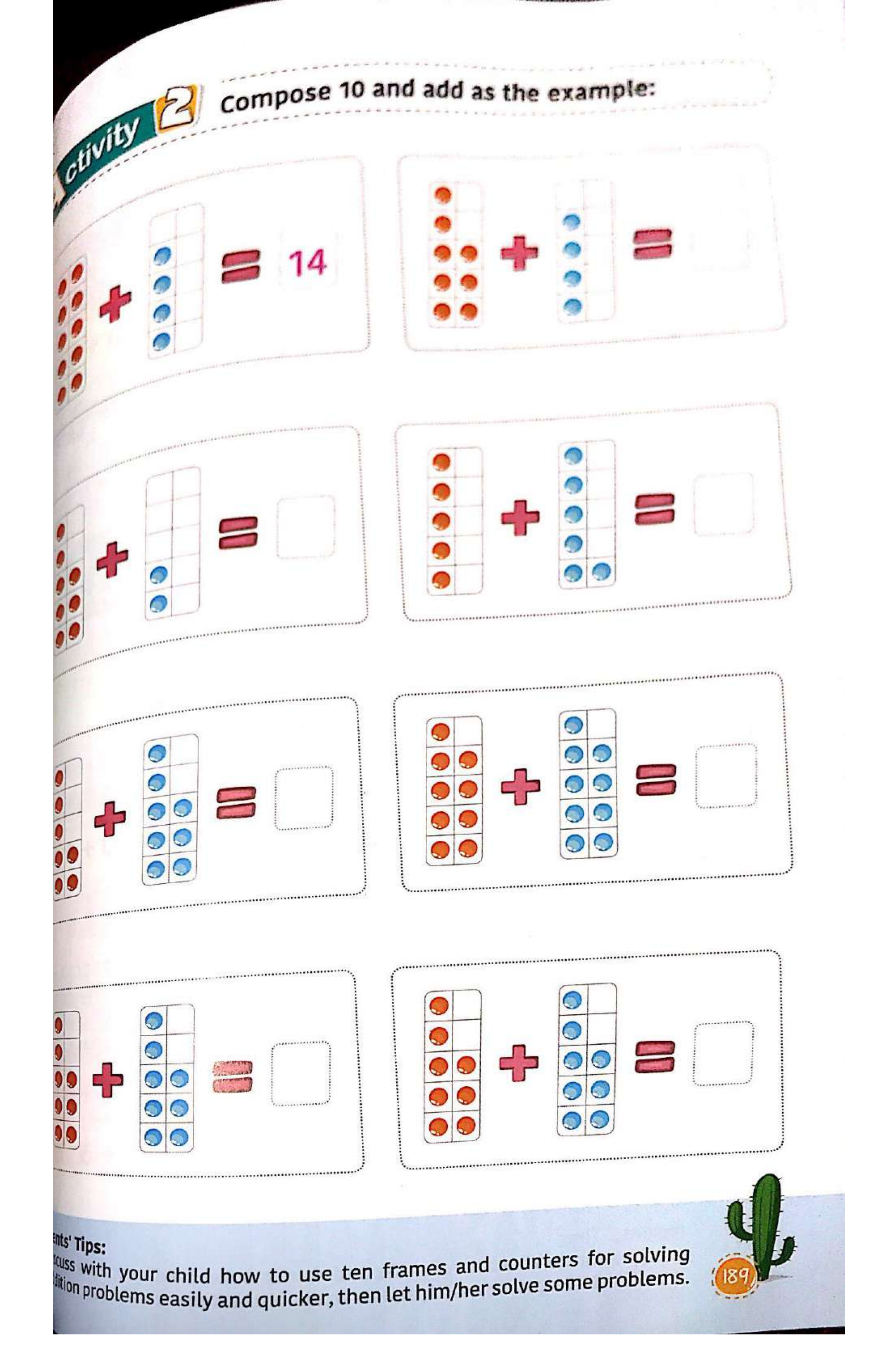
= 10 + ........ = ........

= 10 + ........ = ........

I can compose 10 to solve addition problems quicker and easier.

**Daily Practice:**

- Encourage your child to count days of school he/she has been and ask him/her to draw a circle around the day he/she passed in calendar.



ctivity 2 Compose 10 and add as the example:

14

nts' Tips:

scuss with your child how to use ten frames and counters for solving dition problems easily and quicker, then let him/her solve some problems.

## Activity 3 Add, then match as the example:

10 + 4

10 + 1

10 + 3

10 + 6

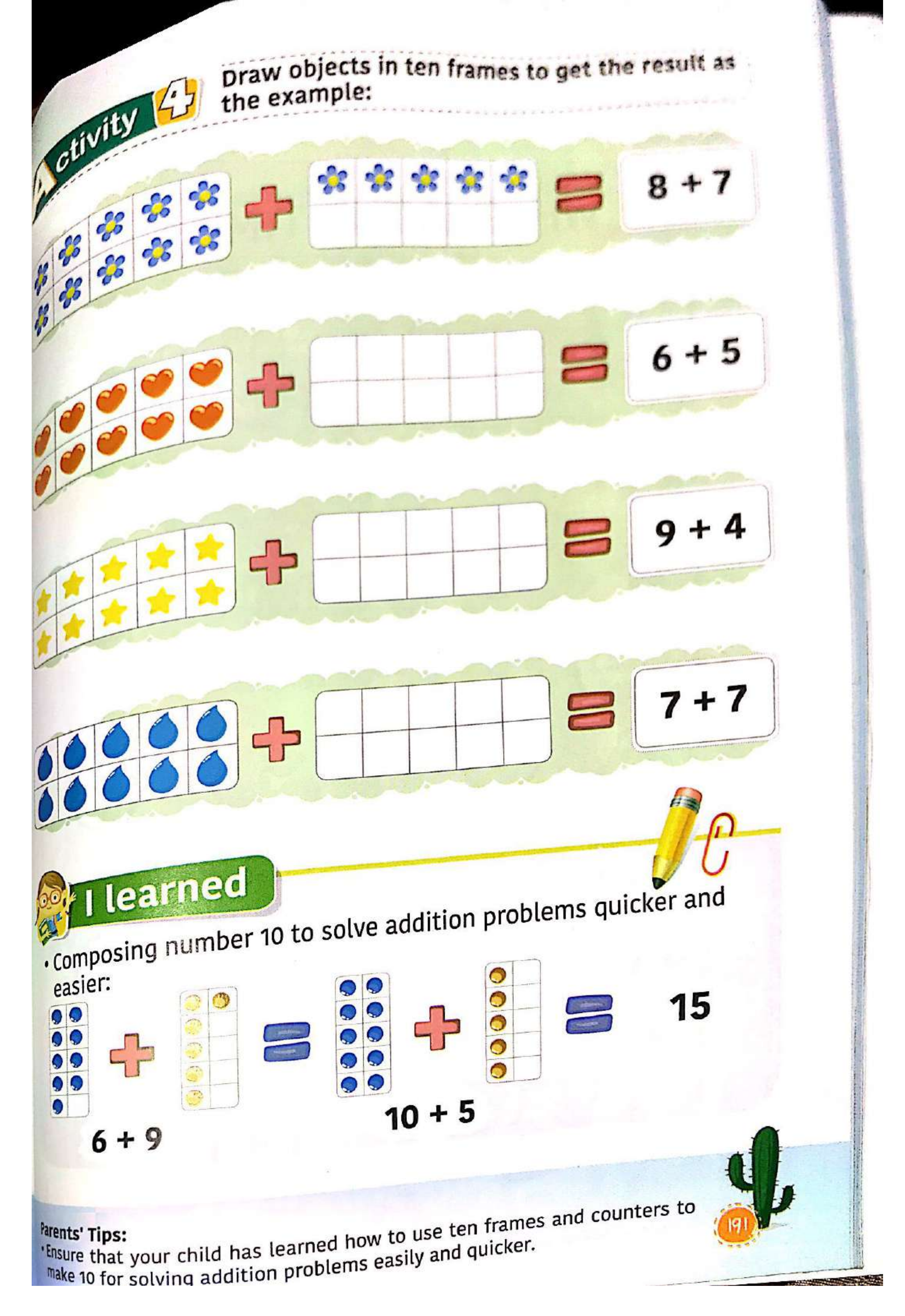


**Parents' Tips:**

- Help your child use ten frames and counters for making 10 to add ea then ask him/her to match equal results of addition.

## Activity 4

Draw objects in ten frames to get the result as the example:



8 + 7

6 + 5

9 + 4

7 + 7

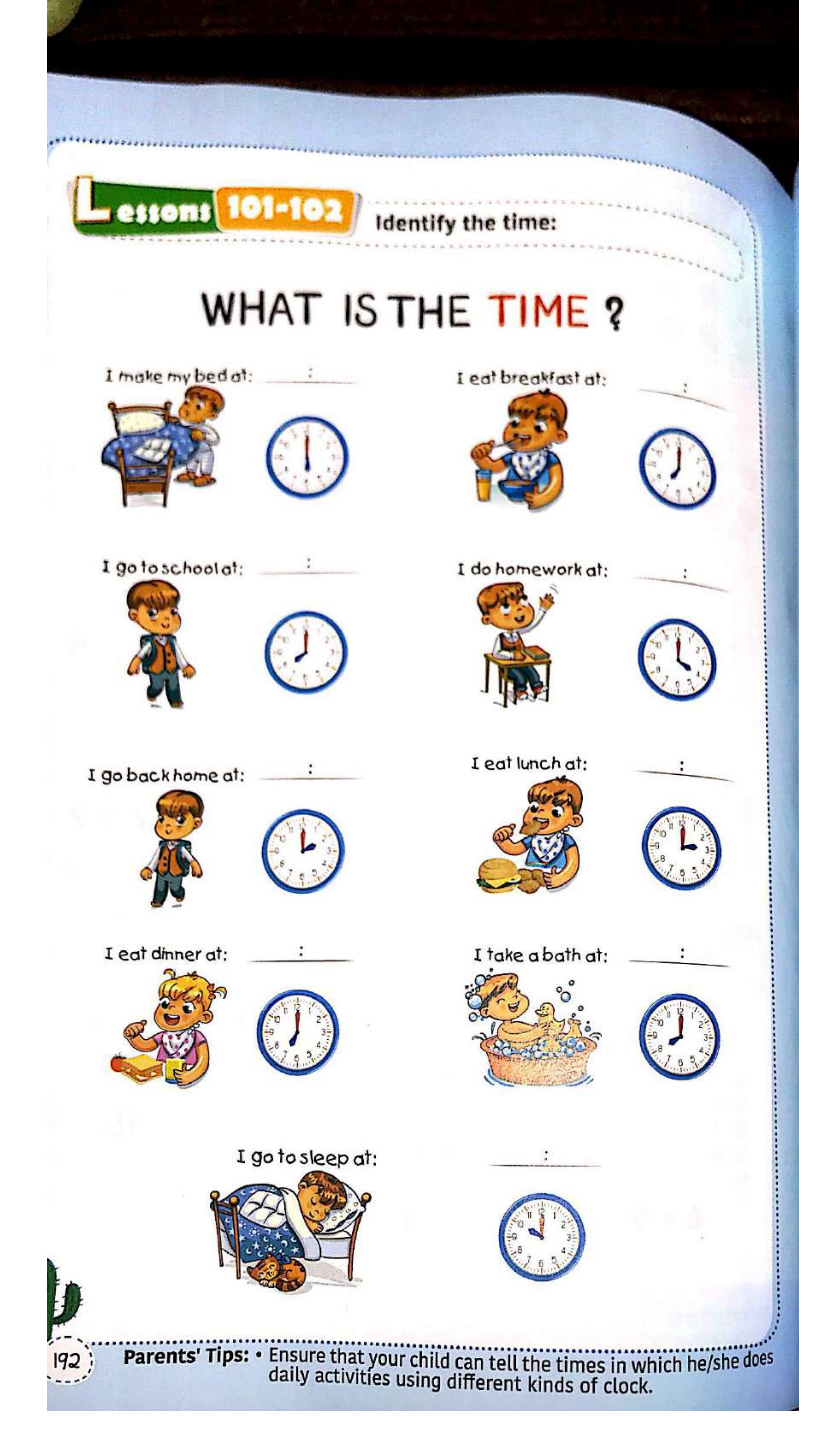
## I learned

- Composing number 10 to solve addition problems quicker and easier:

6 + 9 = 10 + 5 = 15

**Parents' Tips:**

- Ensure that your child has learned how to use ten frames and counters to make 10 for solving addition problems easily and quicker.



Lessons 101-102 Identify the time:

# WHAT IS THE TIME ?

I make my bed at: ___ : ___

I eat breakfast at: ___ : ___

I go to school at: ___ : ___

I do homework at: ___ : ___

I go back home at: ___ : ___

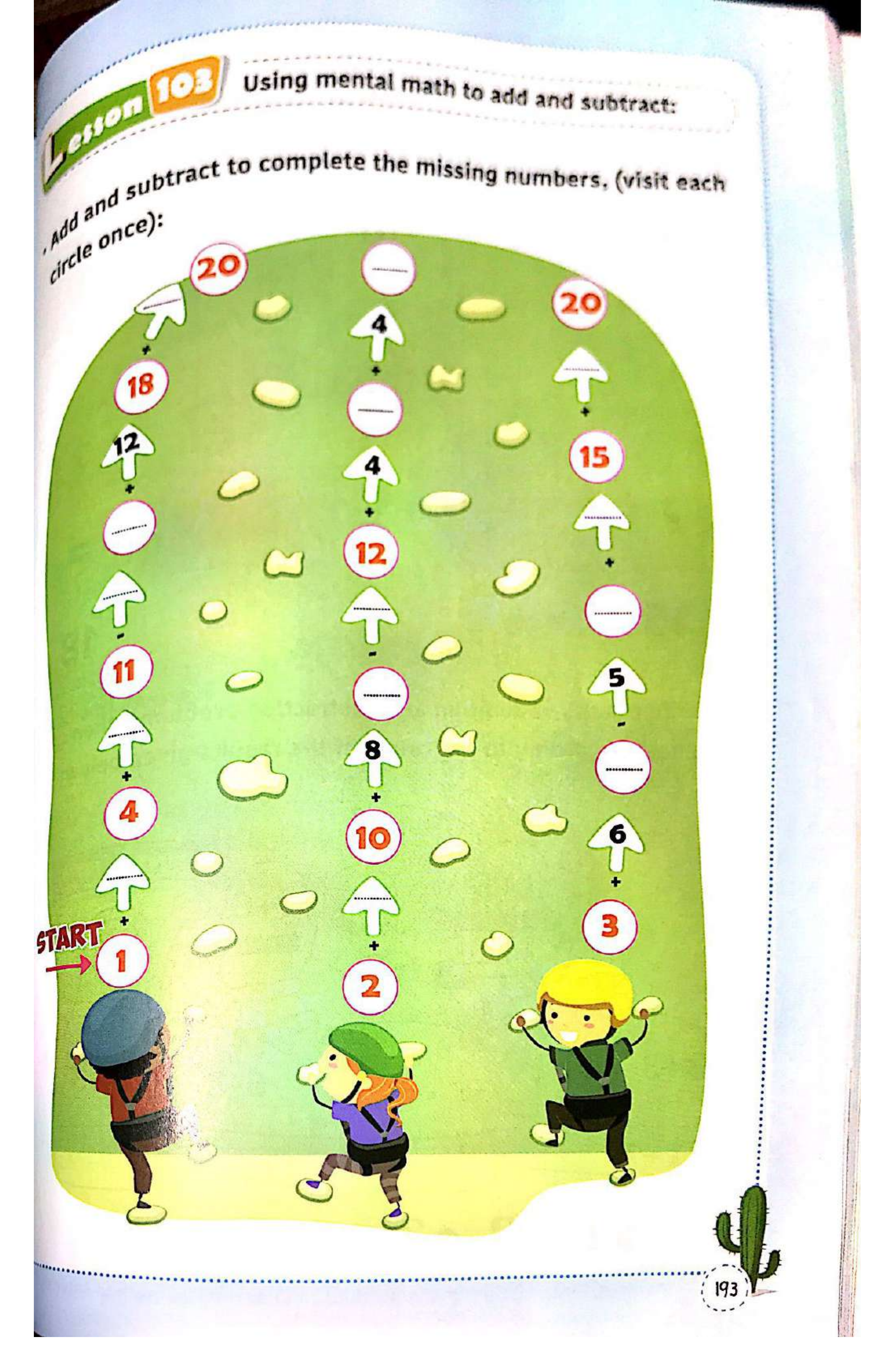
I eat lunch at: ___ : ___

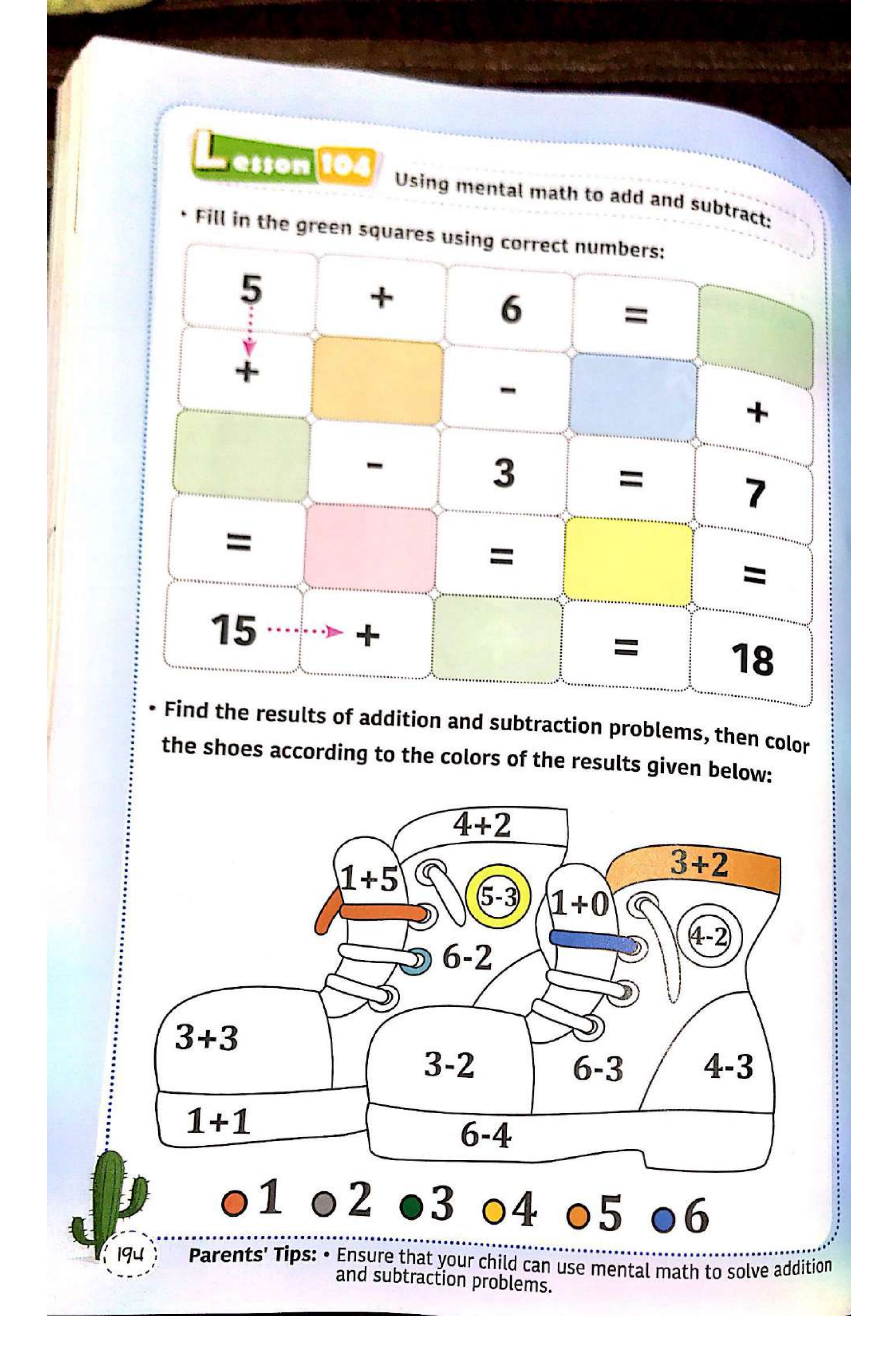
I eat dinner at: ___ : ___

I take a bath at: ___ : ___

I go to sleep at: ___ : ___

**Parents' Tips:** • Ensure that your child can tell the times in which he/she does daily activities using different kinds of clock.


Lesson 103
Using mental math to add and subtract:
. Add and subtract to complete the missing numbers. (visit each circle once):
20
20
4
18
12
15
4
12
11
5
8
4
10
6
START
1
2
3
193



## Lesson 104

Using mental math to add and subtract:

- Fill in the green squares using correct numbers:

| | | | | |
|---|---|---|---|---|
| 5 | + | 6 | = | |
| + | | - | | + |
| | - | 3 | = | 7 |
| = | | = | | = |
| 15 | + | | = | 18 |

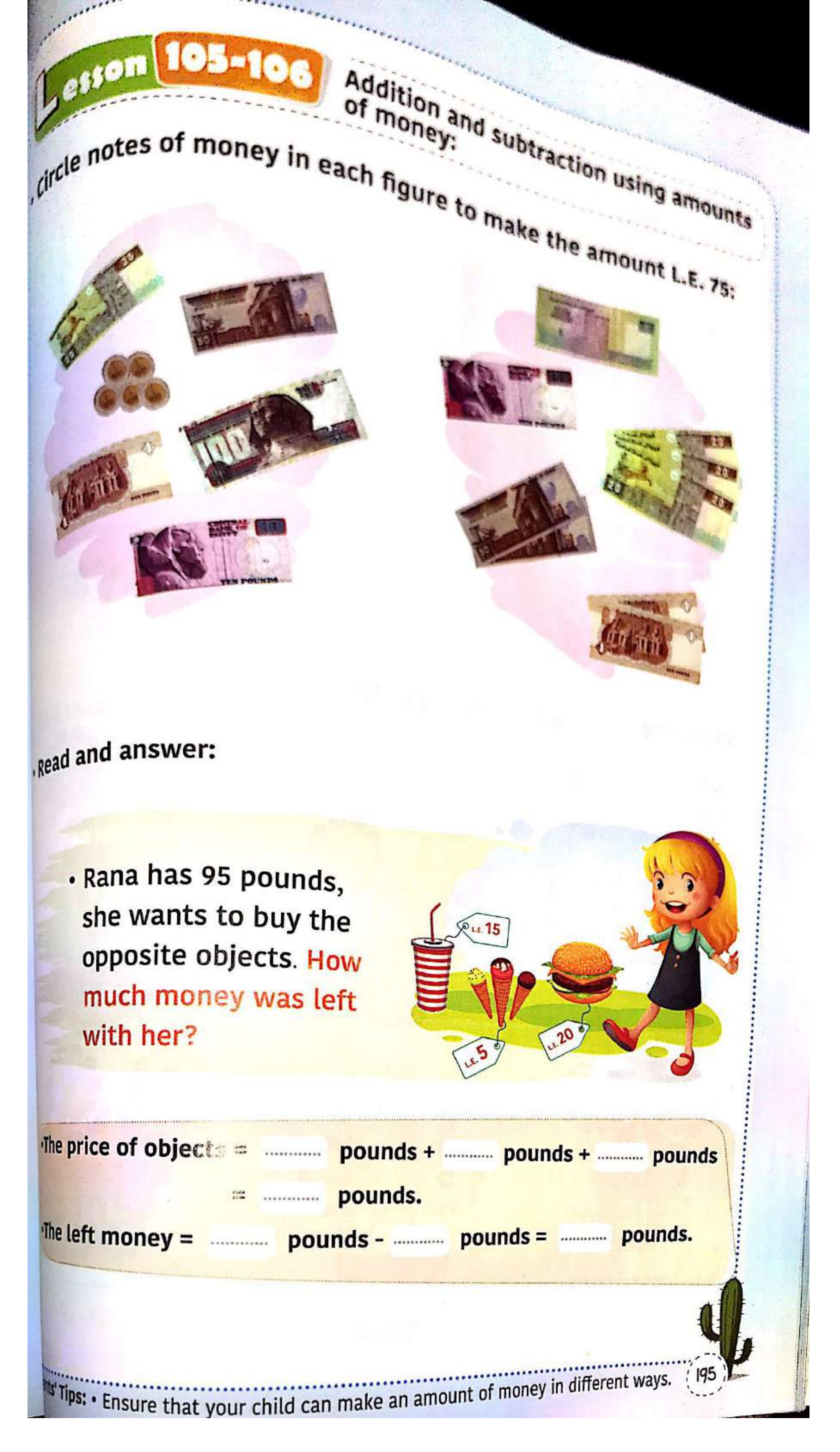
- Find the results of addition and subtraction problems, then color the shoes according to the colors of the results given below:



1 2 3 4 5 6



**Parents' Tips:** • Ensure that your child can use mental math to solve addition and subtraction problems.



# Lesson 105-106 Addition and subtraction using amounts of money:

, Circle notes of money in each figure to make the amount L.E. 75:

, Read and answer:

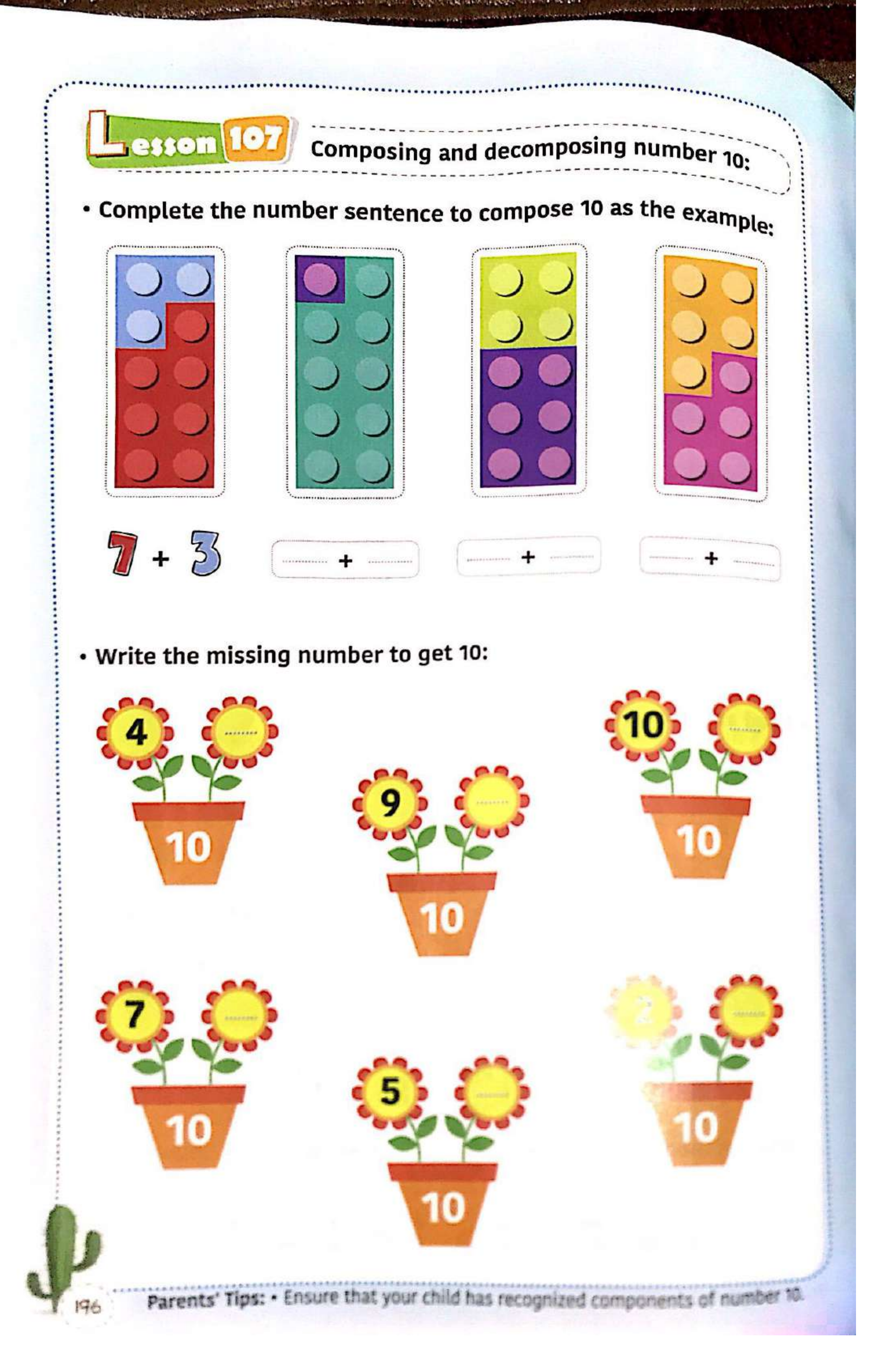
• Rana has 95 pounds, she wants to buy the opposite objects. How much money was left with her?



· The price of objects = ………… pounds + ………… pounds + ………… pounds

= ………… pounds.

· The left money = ………… pounds - ………… pounds = ………… pounds.



## Lesson 107 Composing and decomposing number 10:

• Complete the number sentence to compose 10 as the example:

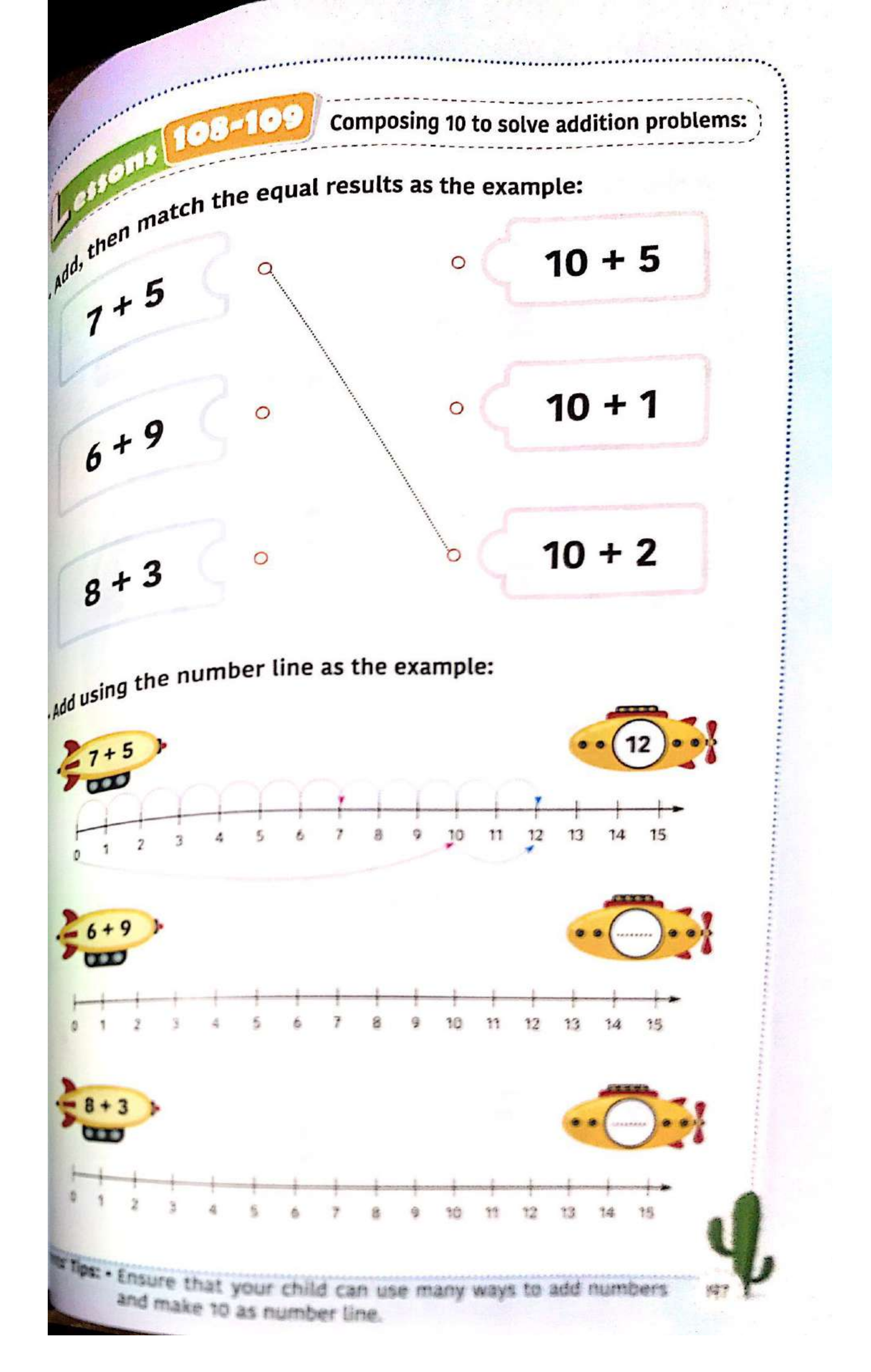
7 + 3    ........ + ........    ........ + ........    ........ + ........

• Write the missing number to get 10:





Parents' Tips: • Ensure that your child has recognized components of number 10.



Lessons 108-109 Composing 10 to solve addition problems:

• Add, then match the equal results as the example:

| | |
|---|---|
| 7 + 5 | 10 + 5 |
| 6 + 9 | 10 + 1 |
| 8 + 3 | 10 + 2 |

• Add using the number line as the example:

7 + 5 = 12

6 + 9 = ......

8 + 3 = ......

Tips: • Ensure that your child can use many ways to add numbers and make 10 as number line.



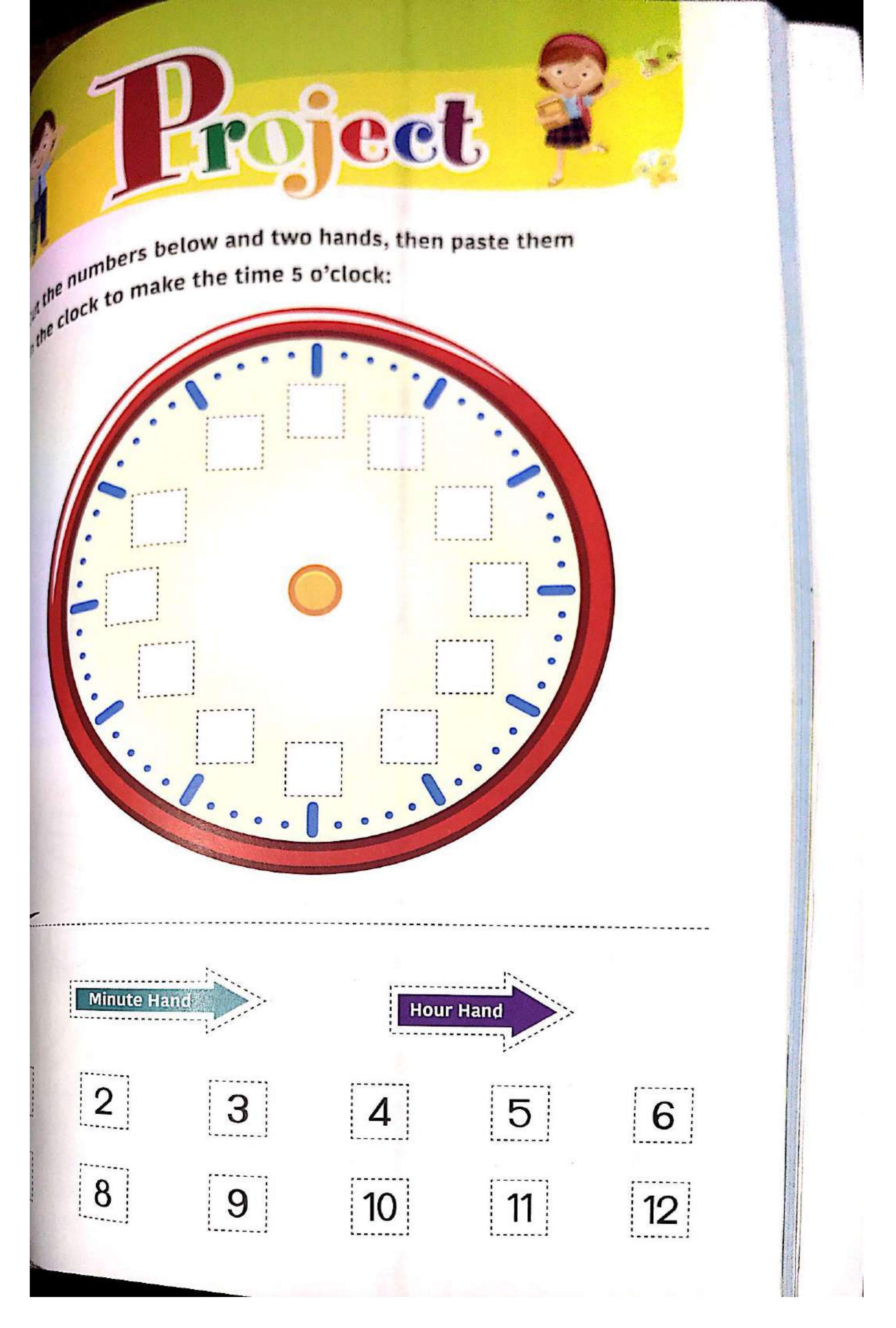
# Lesson 110

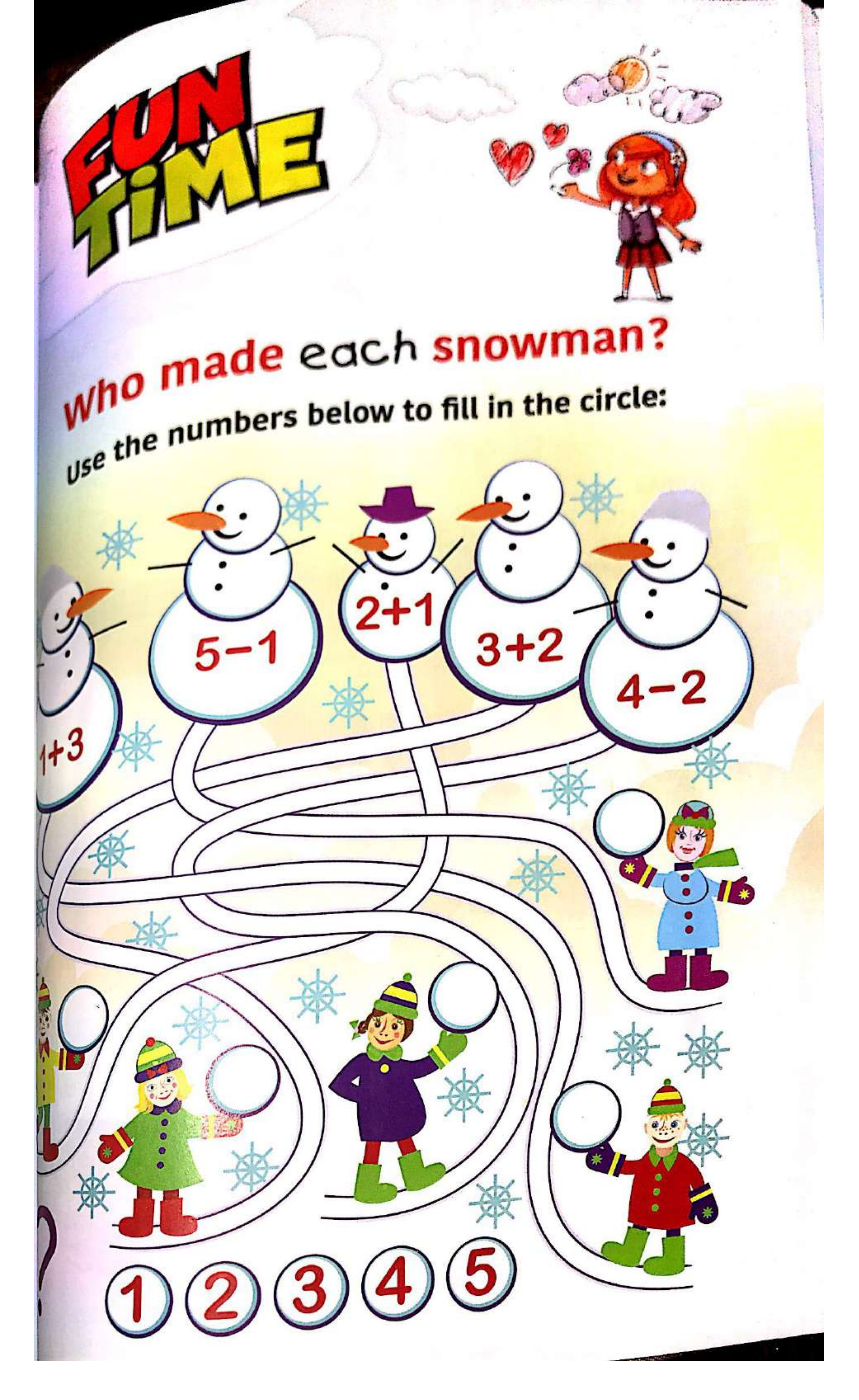
Composing 10 to solve addition problems easier and quicker:

• Add and complete as the example:

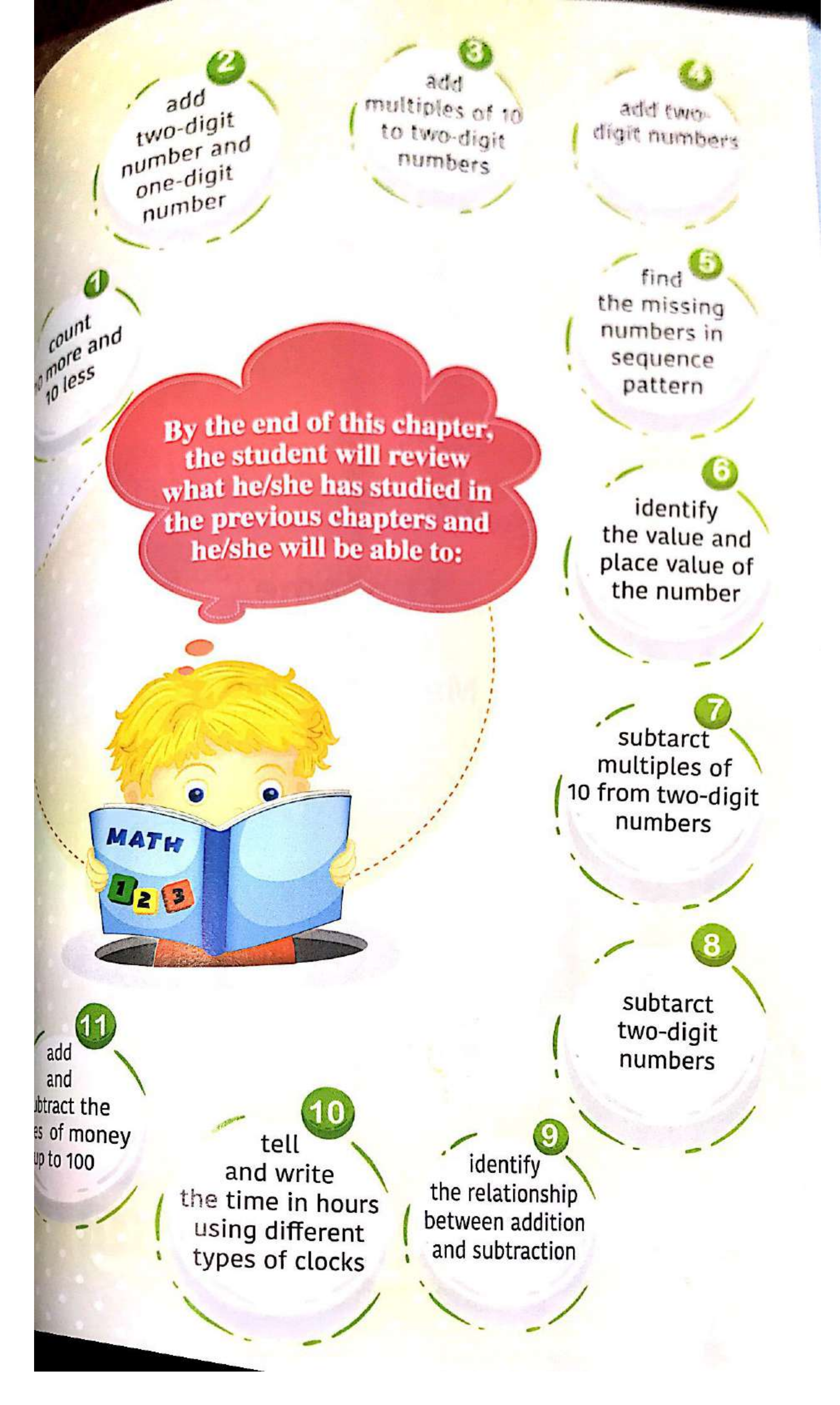
16

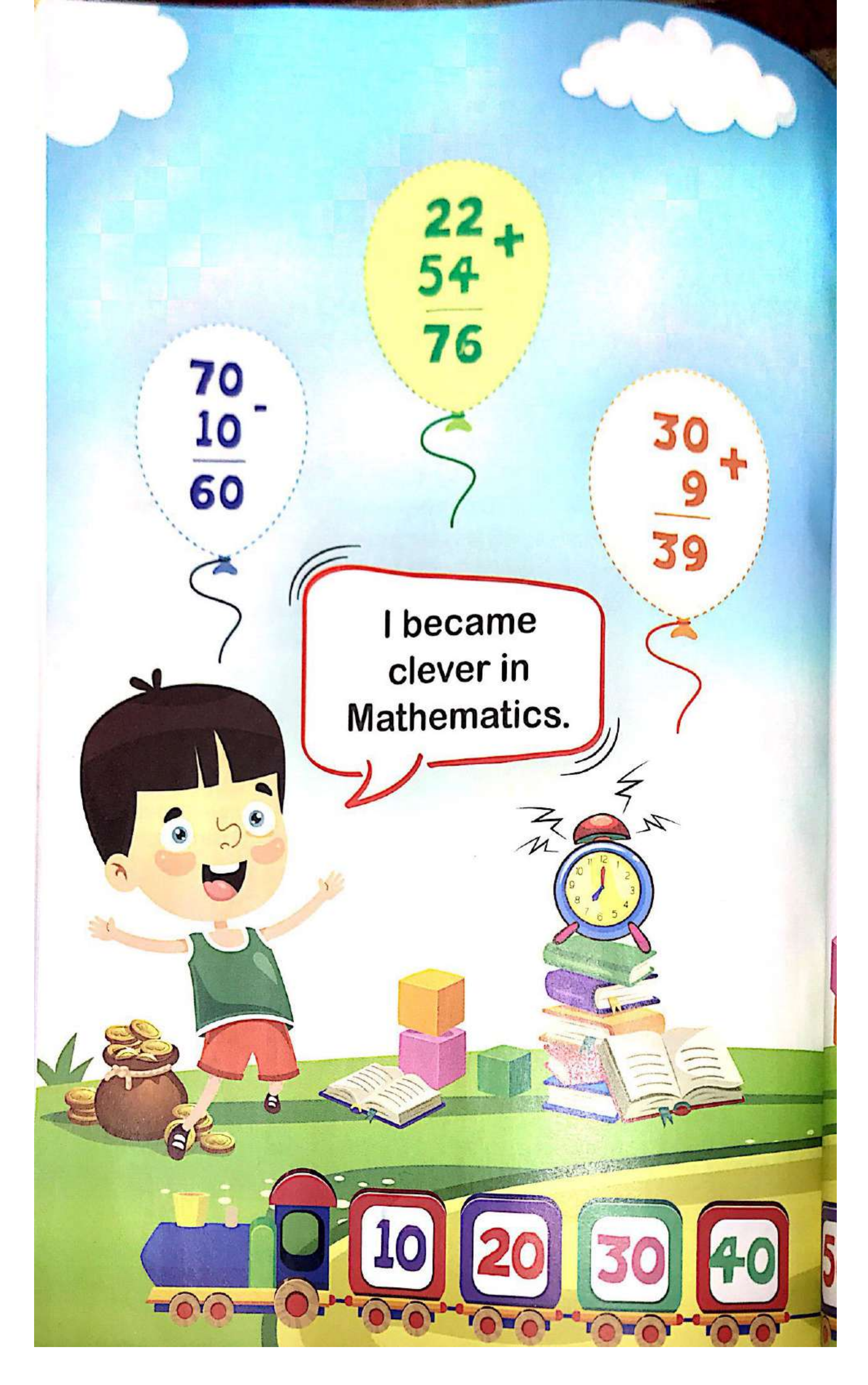
**Parents' Tips:** • Ensure that your child can use ten frames and counters to make number 10 for solving addition and subtraction problems easily.

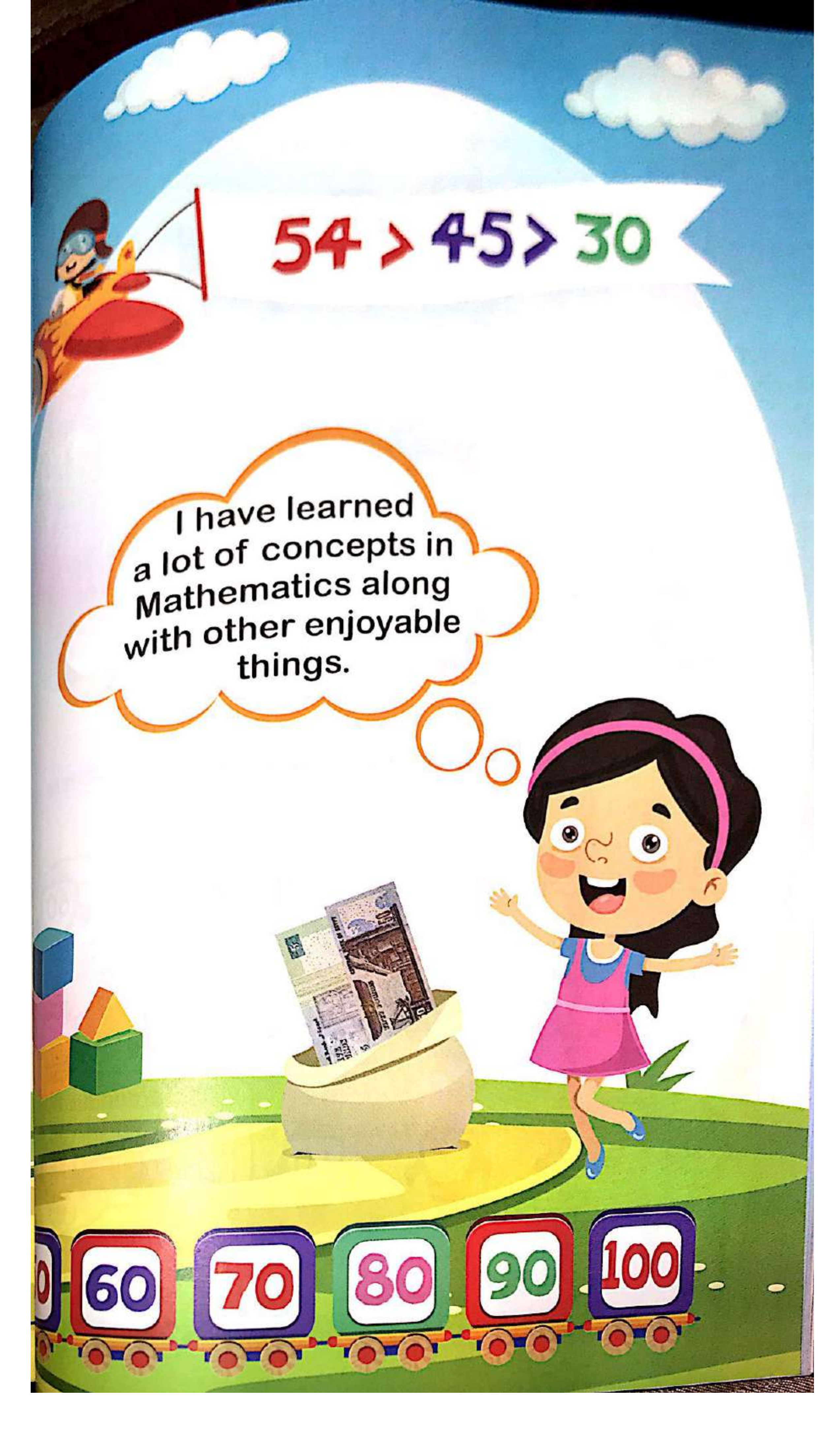

Project
the numbers below and two hands, then paste them
the clock to make the time 5 o'clock:
Minute Hand
Hour Hand
2
3
4
5
6
8
9
10
11
12

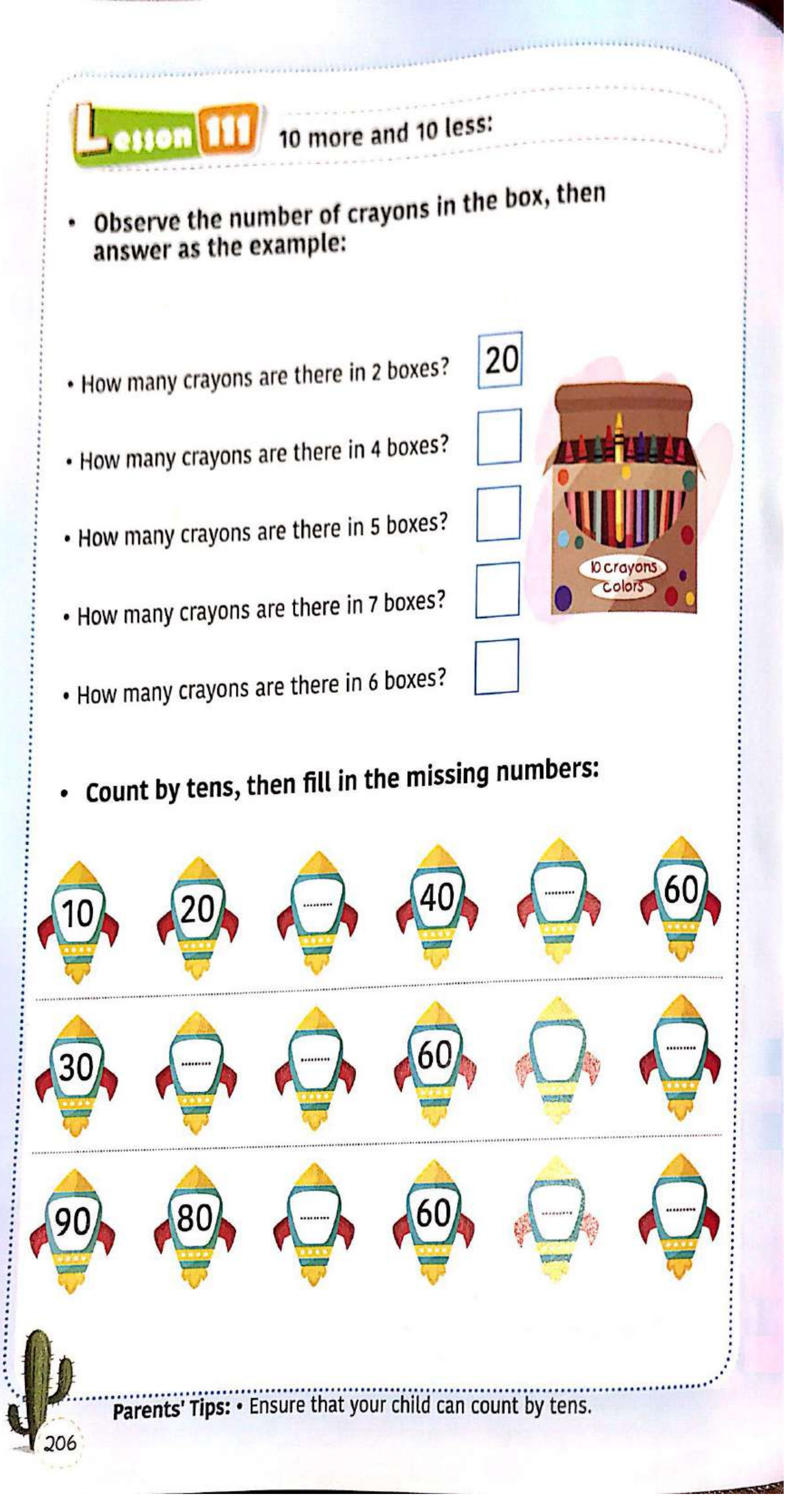

FUN TIME
Who made each snowman?
Use the numbers below to fill in the circle:
1+3
5−1
2+1
3+2
4−2
1
2
3
4
5


Chapter
6
10
20
30
40
50
60
L.E.


1
count 10 more and 10 less
2
add two-digit number and one-digit number
3
add multiples of 10 to two-digit numbers
4
add two-digit numbers
5
find the missing numbers in sequence pattern
By the end of this chapter, the student will review what he/she has studied in the previous chapters and he/she will be able to:
6
identify the value and place value of the number
7
subtarct multiples of 10 from two-digit numbers
MATH
1 2 3
8
subtarct two-digit numbers
11
add and btract the es of money up to 100
10
tell and write the time in hours using different types of clocks
9
identify the relationship between addition and subtraction


22 + 54 = 76
70 - 10 = 60
30 + 9 = 39
I became clever in Mathematics.
10
20
30
40


54 > 45 > 30
I have learned a lot of concepts in Mathematics along with other enjoyable things.
60
70
80
90
100



Lesson 111 10 more and 10 less:

- **Observe the number of crayons in the box, then answer as the example:**

- How many crayons are there in 2 boxes? 20
- How many crayons are there in 4 boxes? ☐
- How many crayons are there in 5 boxes? ☐
- How many crayons are there in 7 boxes? ☐
- How many crayons are there in 6 boxes? ☐



- **Count by tens, then fill in the missing numbers:**

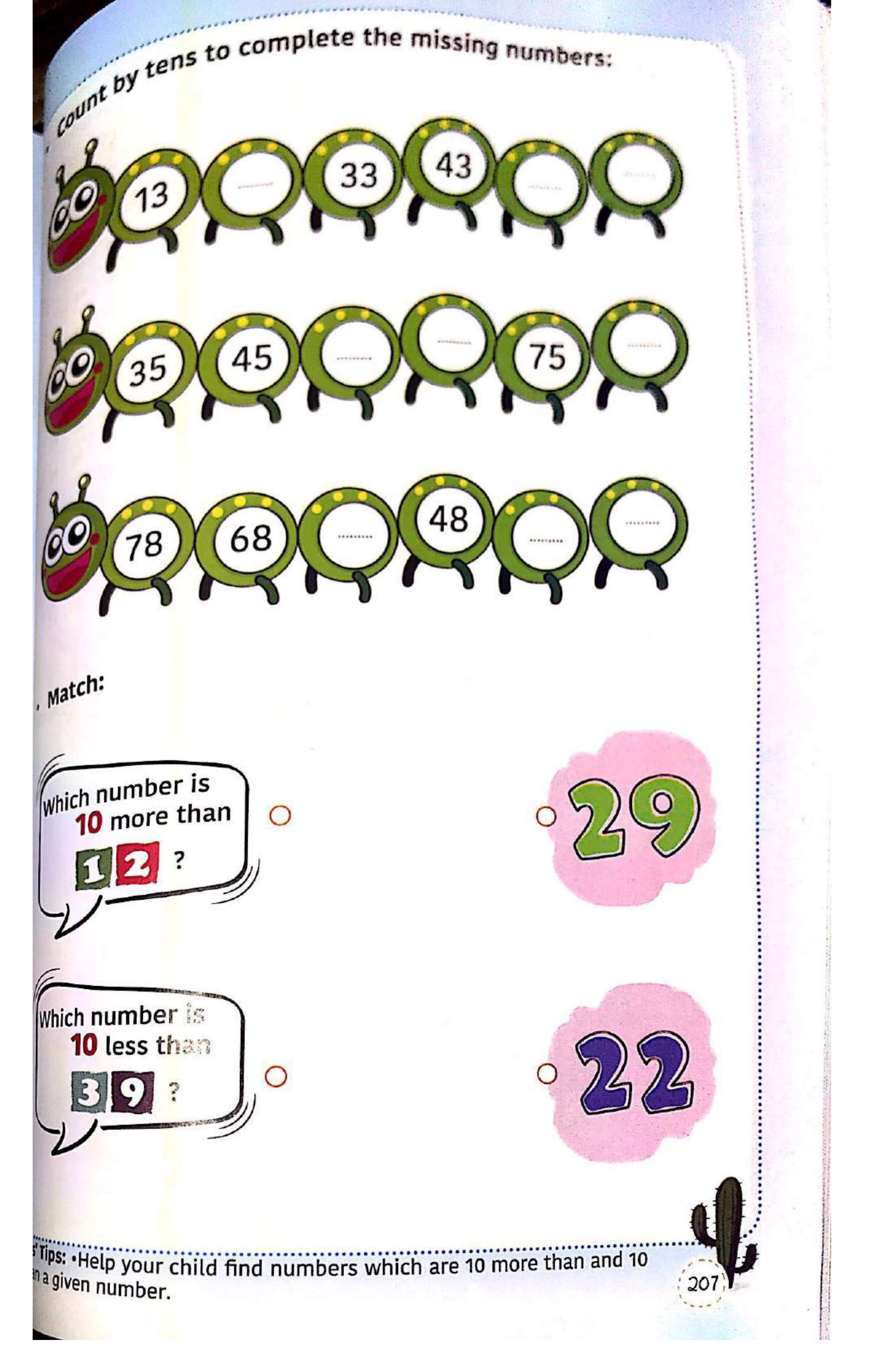
10 20 ........ 40 ........ 60

30 ........ ........ 60 ........

90 80 ........ 60 ........ ........

**Parents' Tips:** • Ensure that your child can count by tens.

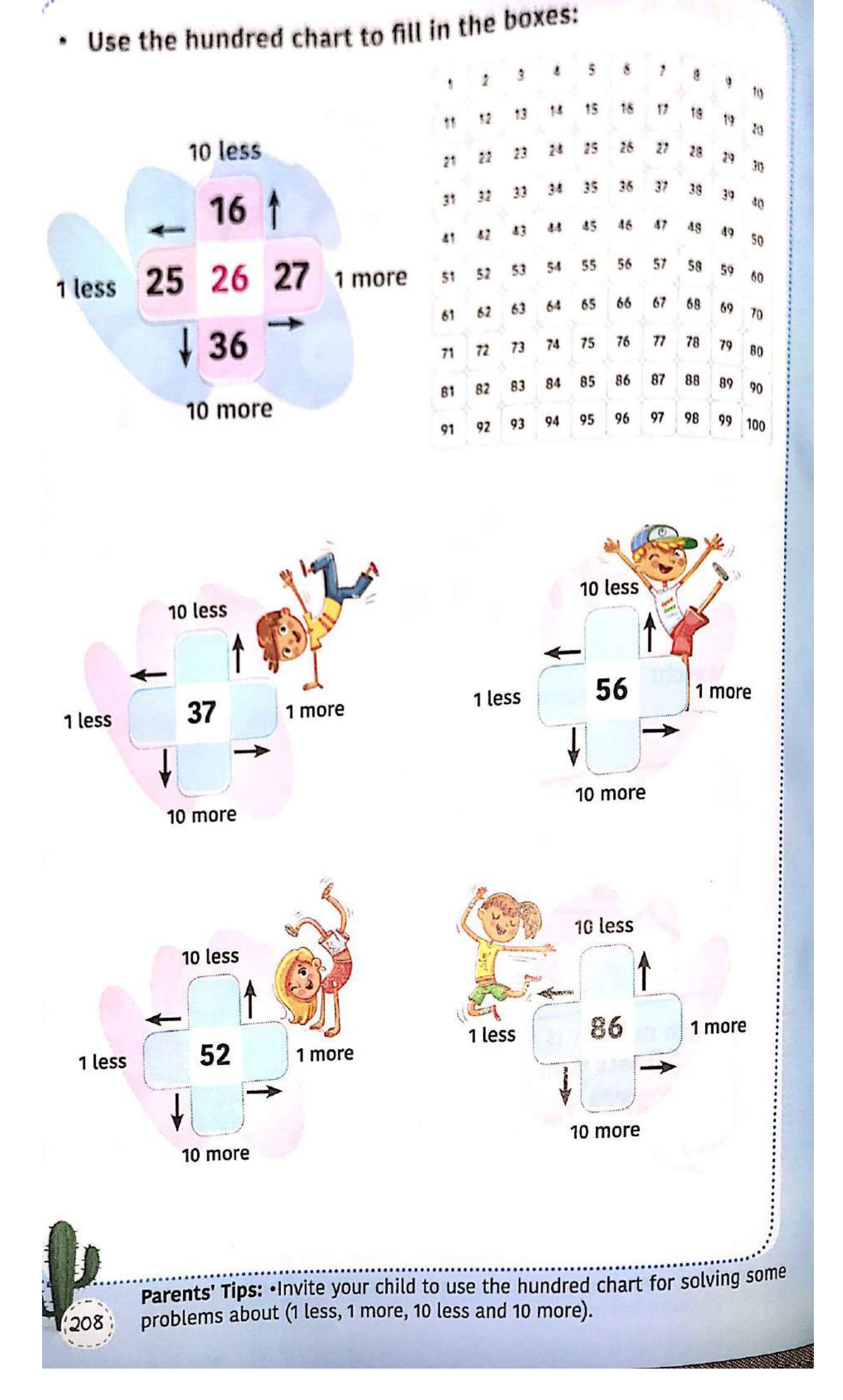
Count by tens to complete the missing numbers:




Match:



Tips: •Help your child find numbers which are 10 more than and 10 [less th]an a given number.


• Use the hundred chart to fill in the boxes:
10 less
16
1 less
25
26
27
1 more
36
10 more
1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30
31 32 33 34 35 36 37 38 39 40
41 42 43 44 45 46 47 48 49 50
51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70
71 72 73 74 75 76 77 78 79 80
81 82 83 84 85 86 87 88 89 90
91 92 93 94 95 96 97 98 99 100
10 less
1 less
37
1 more
10 more
10 less
1 less
56
1 more
10 more
10 less
1 less
52
1 more
10 more
10 less
1 less
86
1 more
10 more
Parents' Tips: •Invite your child to use the hundred chart for solving some problems about (1 less, 1 more, 10 less and 10 more).
208



## Lesson 112 Adding two-digit number and one-digit number:

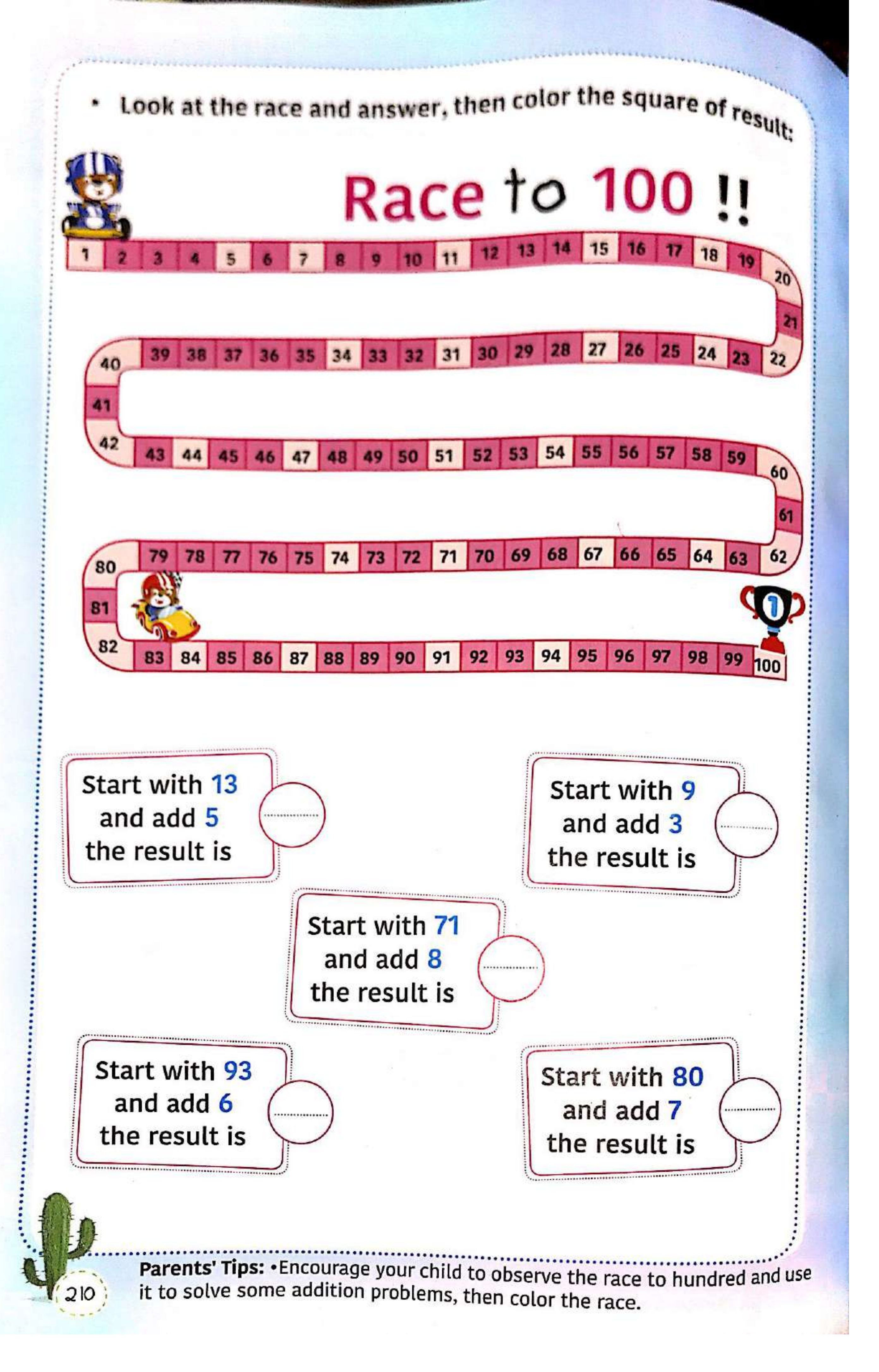
Add, then write the number in balloons as the example:

| | | | | | |
|---|---|---|---|---|---|
| 70 | 44 | 30 | 52 | 36 | 25 |
| + 8 | + 3 | + 9 | + 7 | + 2 | + 5 |
| ........ | ........ | 39 | ........ | ........ | ........ |

**What about 30 + 9?**

We start by adding the ones digit, then we add the tens digit.

Tips: •Invite your child to solve some problems about addition of ...it numbers and one-digit numbers.



• Look at the race and answer, then color the square of result:

# Race to 100 !!



Start with 13
and add 5
the result is ..........

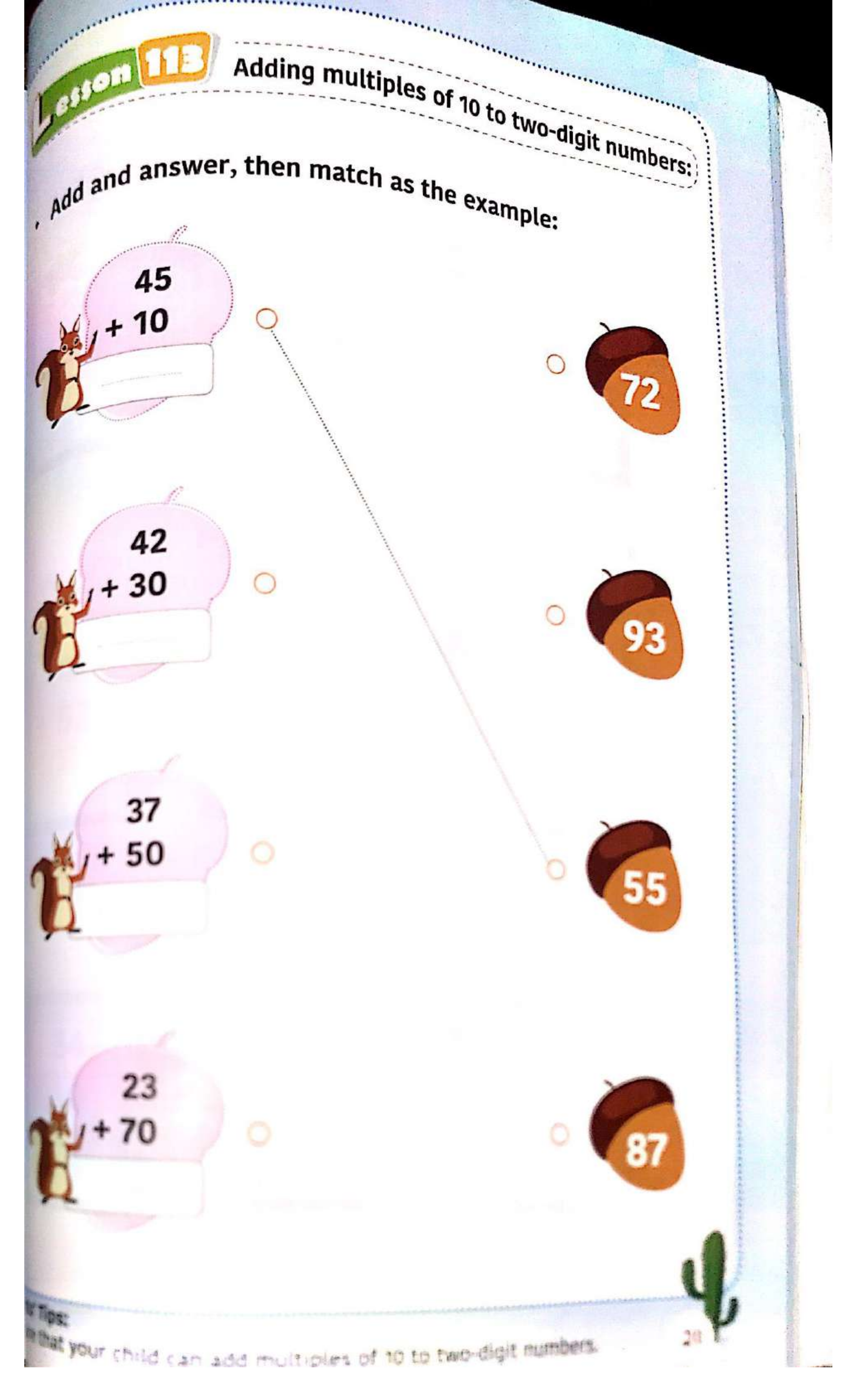
Start with 9
and add 3
the result is ..........

Start with 71
and add 8
the result is ..........

Start with 93
and add 6
the result is ..........

Start with 80
and add 7
the result is ..........

**Parents' Tips:** •Encourage your child to observe the race to hundred and use it to solve some addition problems, then color the race.



# Lesson 113 Adding multiples of 10 to two-digit numbers:

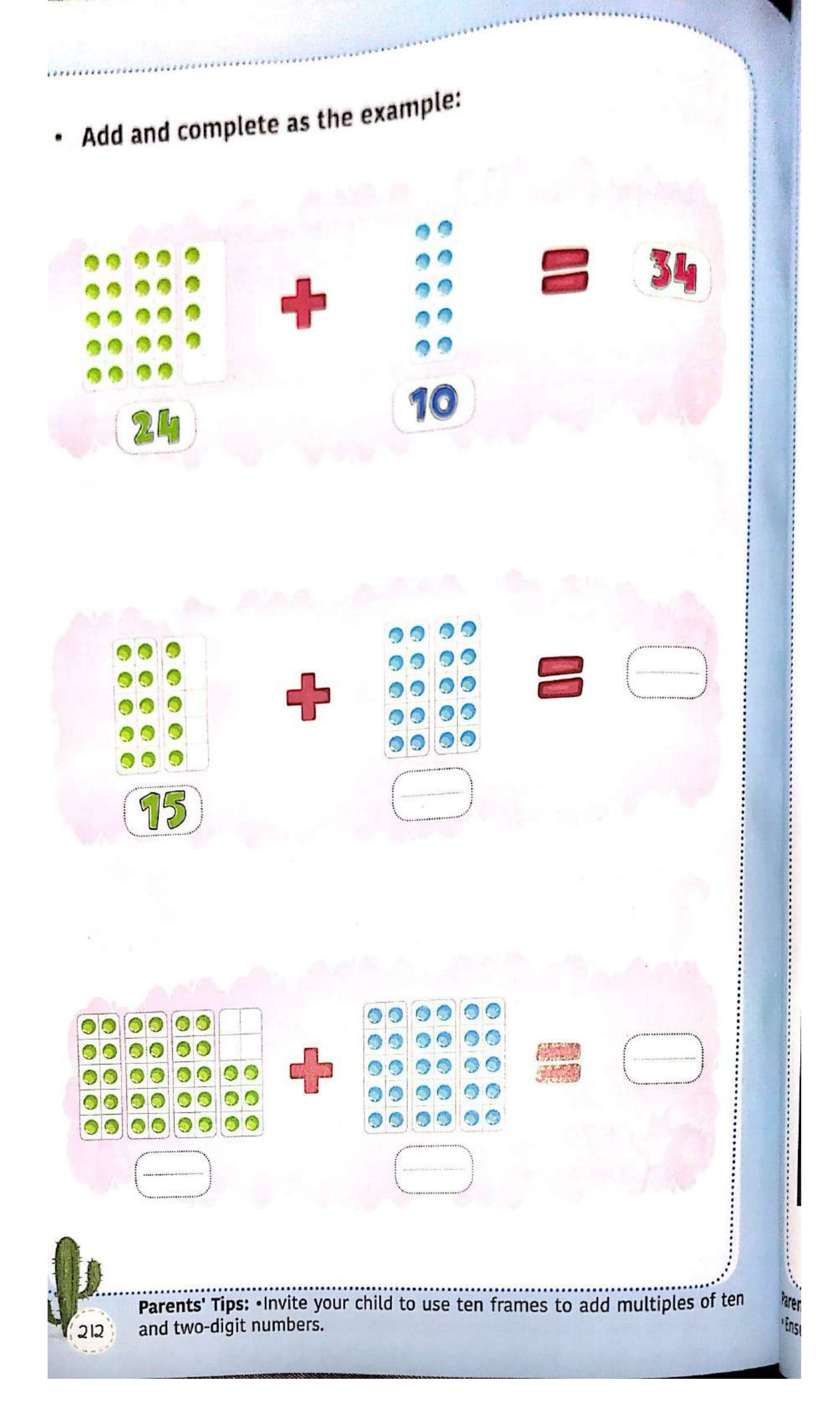
Add and answer, then match as the example:

| Sum | | Answer |
|---|---|---|
| 45 + 10 | | 72 |
| 42 + 30 | | 93 |
| 37 + 50 | | 55 |
| 23 + 70 | | 87 |

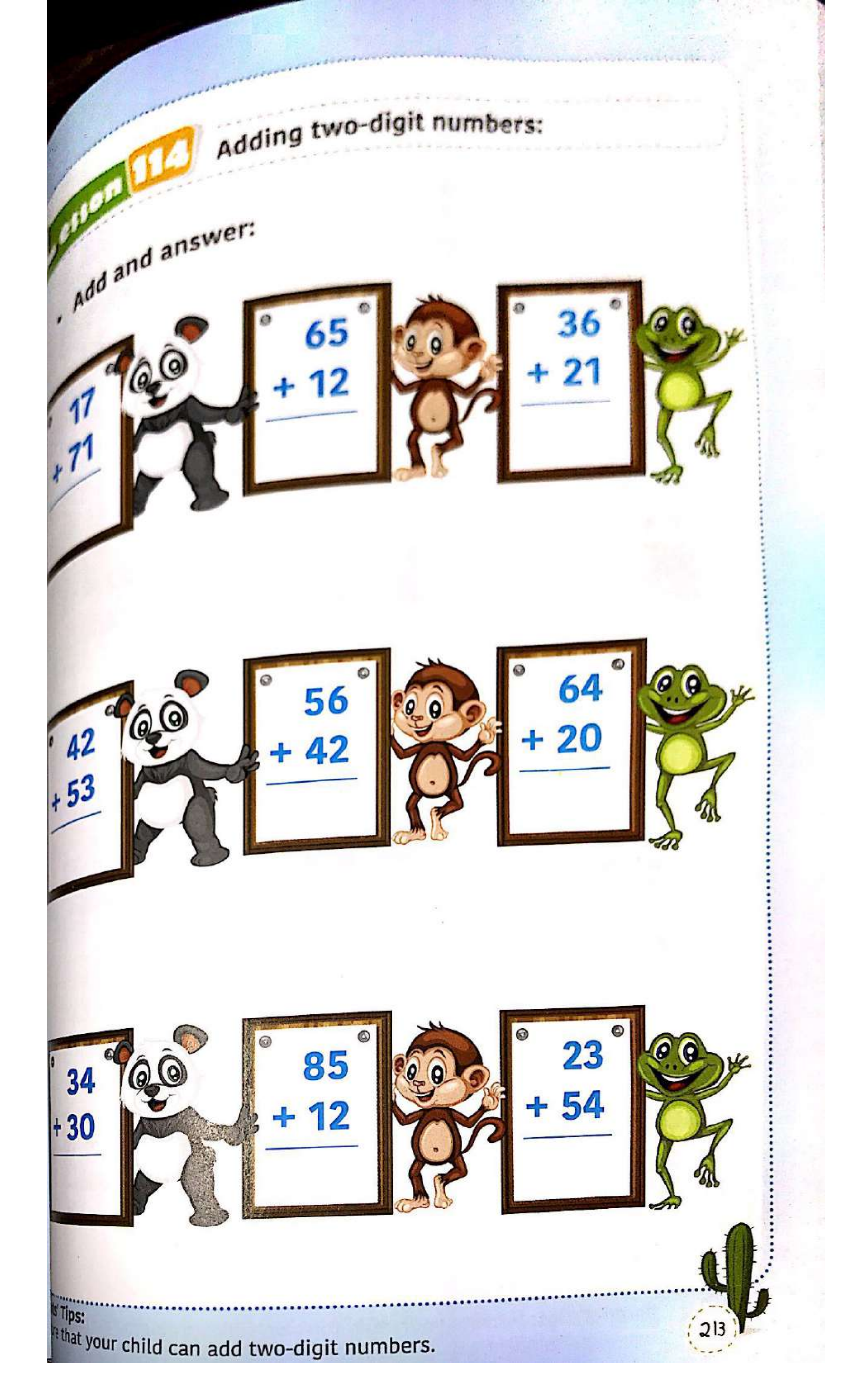
Tips:

that your child can add multiples of 10 to two-digit numbers.

- **Add and complete as the example:**




**Parents' Tips:** •Invite your child to use ten frames to add multiples of ten and two-digit numbers.



# Lesson 114 Adding two-digit numbers:

• Add and answer:

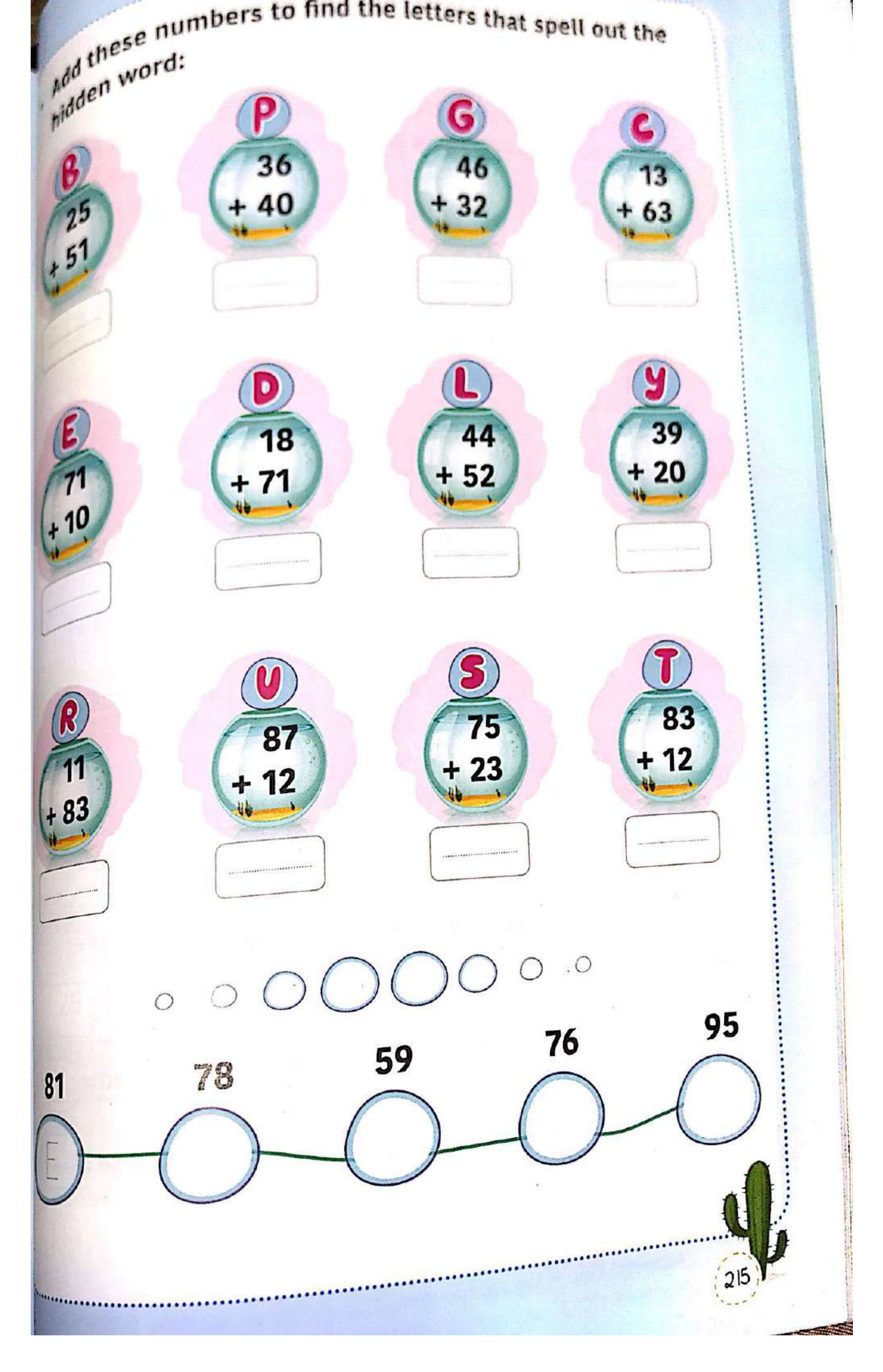
$$\begin{array}{r} 17 \\ +\ 71 \\ \hline \end{array} \qquad \begin{array}{r} 65 \\ +\ 12 \\ \hline \end{array} \qquad \begin{array}{r} 36 \\ +\ 21 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ +\ 53 \\ \hline \end{array} \qquad \begin{array}{r} 56 \\ +\ 42 \\ \hline \end{array} \qquad \begin{array}{r} 64 \\ +\ 20 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ +\ 30 \\ \hline \end{array} \qquad \begin{array}{r} 85 \\ +\ 12 \\ \hline \end{array} \qquad \begin{array}{r} 23 \\ +\ 54 \\ \hline \end{array}$$

...ts' Tips:
...e that your child can add two-digit numbers.


• Add and match as the example:
11 + 23
34
15 + 30
14 + 42
45
22 + 12
11 + 15
26
24 + 32
10 + 35
56
10 + 16
Parents' Tips: • Invite your child to solve some problems about addition of two-digit numbers.
214


Add these numbers to find the letters that spell out the hidden word:
B
25
+ 51
P
36
+ 40
G
46
+ 32
C
13
+ 63
E
71
+ 10
D
18
+ 71
L
44
+ 52
Y
39
+ 20
R
11
+ 83
U
87
+ 12
S
75
+ 23
T
83
+ 12
81
78
59
76
95
215

- **Find the result of each addition problem as the example, then color it in the hundred chart:**



**COLOR RED**

10 + 2 = 12

12 + 20 = ☐

4 + 30 = ☐

20 + 25 = ☐

15 + 10 = ☐

4 + 10 = ☐

13 + 10 = ☐

30 + 13 = ☐

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 |
| 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 |
| 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 |
| 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 |
| 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 |
| 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 |
| 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 |
| 96 | 97 | 98 | 99 | 100 |



**COLOR BLUE**

20 + 2 = ☐

20 + 24 = ☐

3 + 10 = ☐

10 + 14 = ☐

10 + 25 = ☐

13 + 20 = ☐

5 + 10 = ☐

10 + 32 = ☐



**COLOR GREEN**

45 + 40 = ☐ 50 + 28 = ☐ 16 + 40 = ☐

30 + 37 = ☐ 39 + 50 = ☐ 44 + 50 = ☐

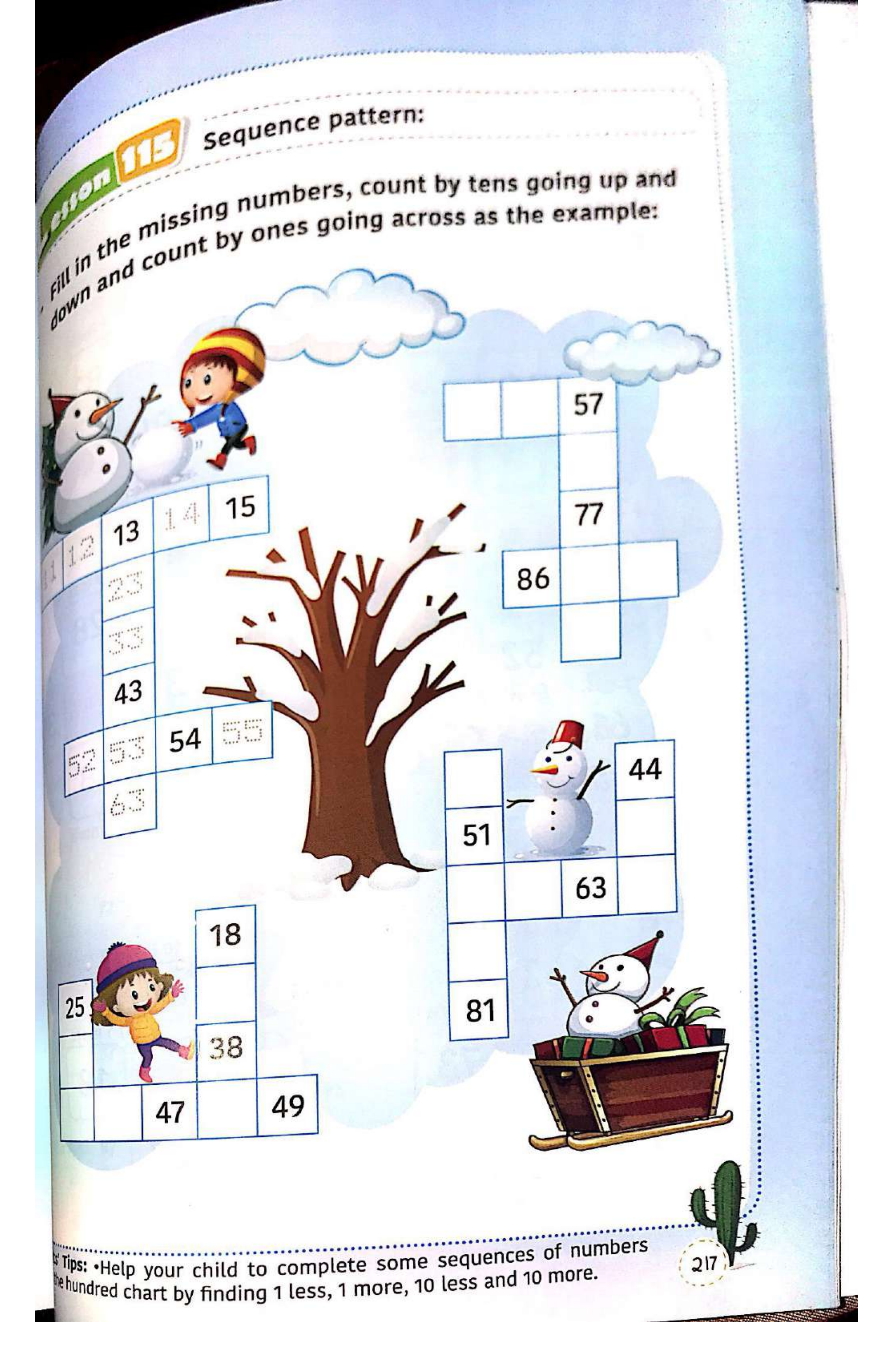




**Parents' Tips:** • Encourage your child to solve addition problems using the hundred chart.

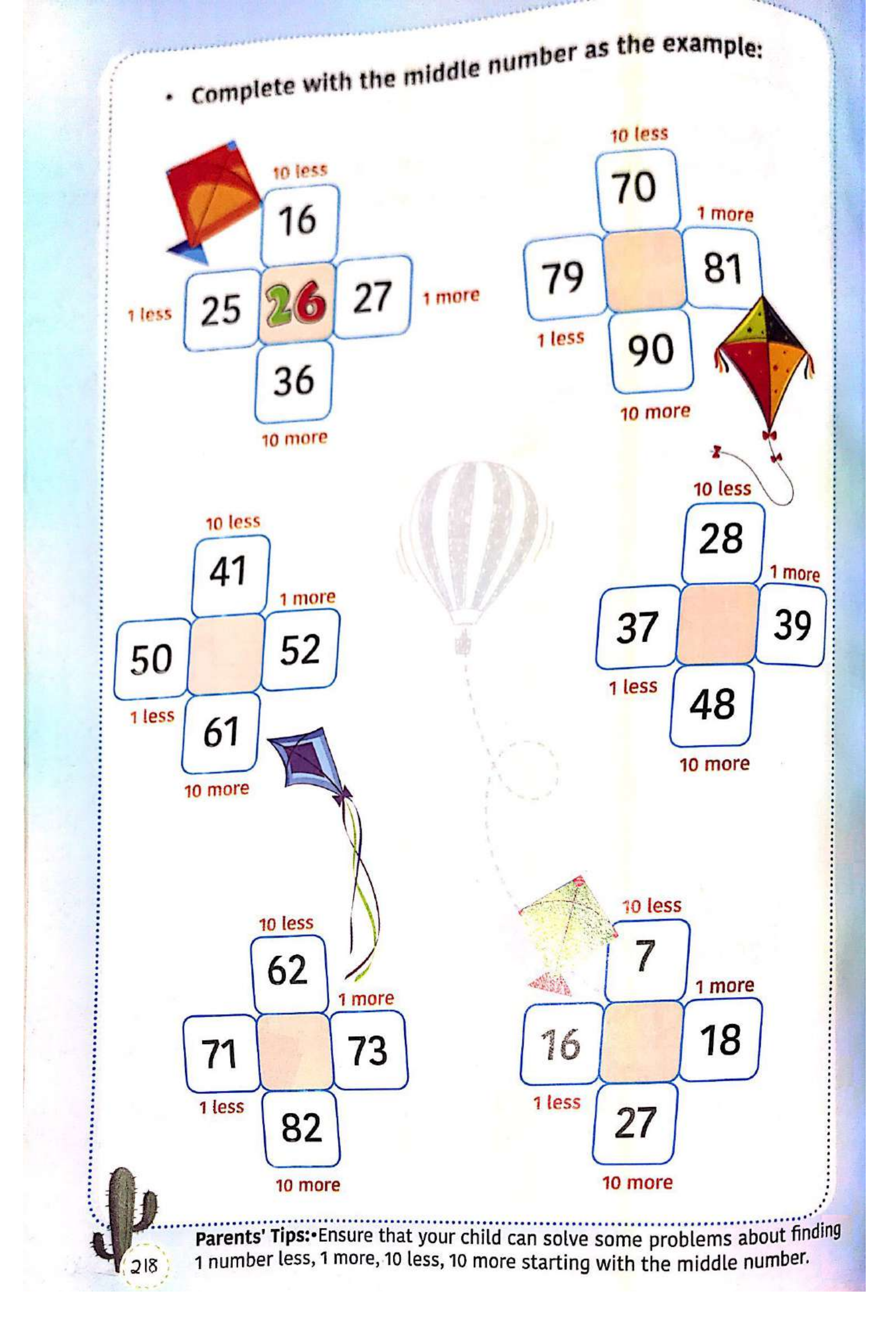
Lesson 115 Sequence pattern:

- Fill in the missing numbers, count by tens going up and down and count by ones going across as the example:




Parents' Tips: •Help your child to complete some sequences of numbers in the hundred chart by finding 1 less, 1 more, 10 less and 10 more.

- **Complete with the middle number as the example:**




**Parents' Tips:**•Ensure that your child can solve some problems about finding 1 number less, 1 more, 10 less, 10 more starting with the middle number.

Use the numbers in yellow boxes to complete the hundred chart:

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| | | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | | 18 | 19 | |
| 21 | 22 | 23 | 24 | 25 |
| 26 | | | 29 | 30 |
| 31 | 32 | | | 35 |
| 36 | 37 | 38 | 39 | 40 |
| 41 | | | 44 | 45 |
| 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 |
| 56 | | | 59 | 60 |
| 61 | 62 | 63 | 64 | |
| 66 | | 68 | 69 | 70 |
| 71 | 72 | | 74 | 75 |
| 76 | 77 | | 79 | 80 |
| | 82 | 83 | 84 | 85 |
| 86 | 87 | 88 | 89 | |
| 91 | 92 | | | 95 |
| 96 | 97 | 98 | 99 | 100 |

**CHALLENGE**

| | | | |
|---|---|---|---|
| 17 | 57 | 34 | 42 |
| 20 | 43 | 7 | 78 |
| 90 | 6 | 65 | 73 |
| 33 | 67 | 28 | 58 |
| 93 | 94 | 81 | 27 |

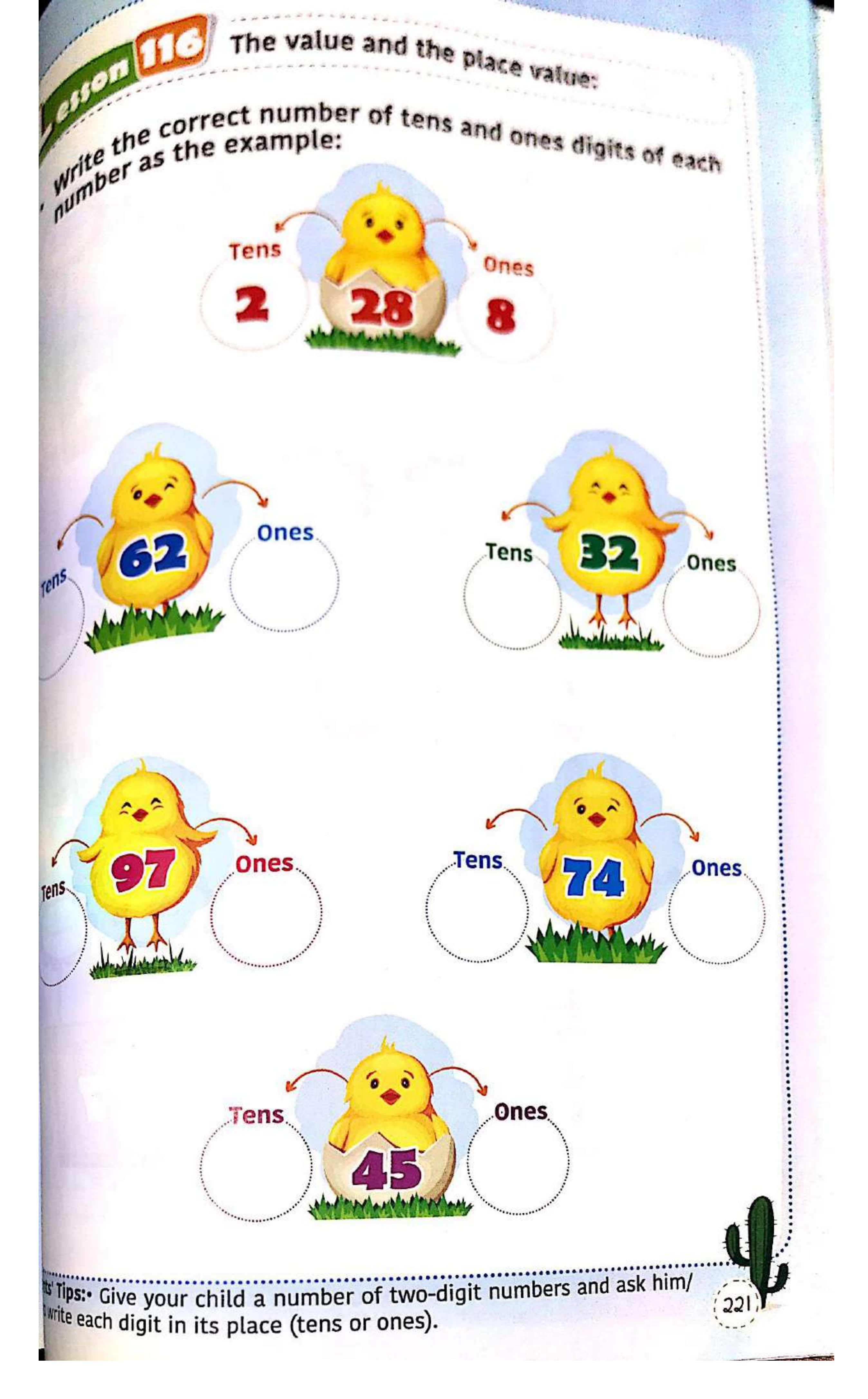
numbers to be placed on the chart

...nts' **Tips:** • Ask your child to use the given numbers to complete the ...ing boxes in the hundred chart.


• Fill the missing numbers to make a pattern:
6 16 46 56 76
90 85 75 70 60 55
30 36 42 48 51 54
20 30 40 50 60 80
90 88 86 85 83 82
Parents' Tips: • Invite your child to complete some sequences of numbers starting with the smallest number or the greatest number.
220

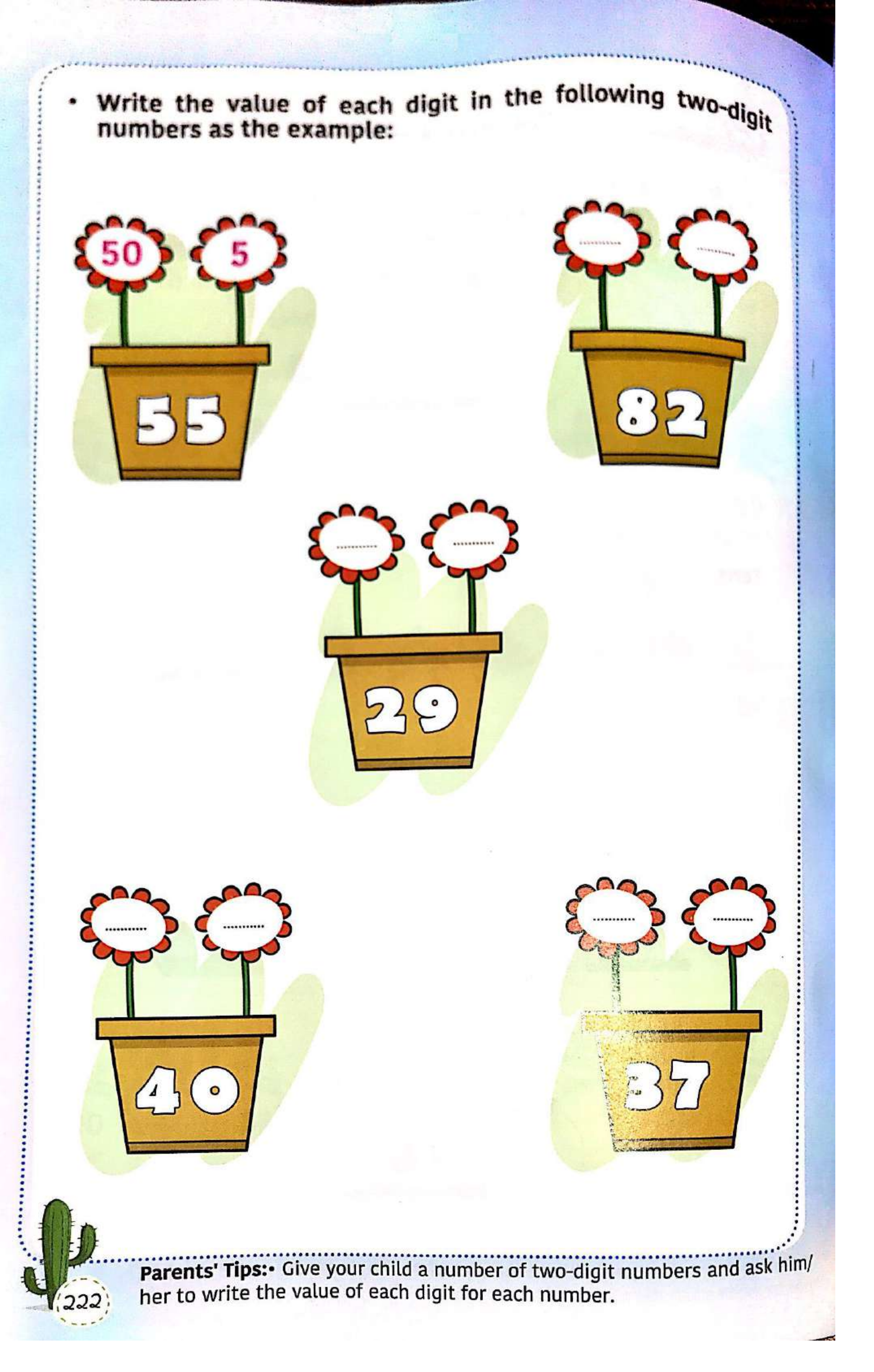
Lesson 116 The value and the place value:

• Write the correct number of tens and ones digits of each number as the example:

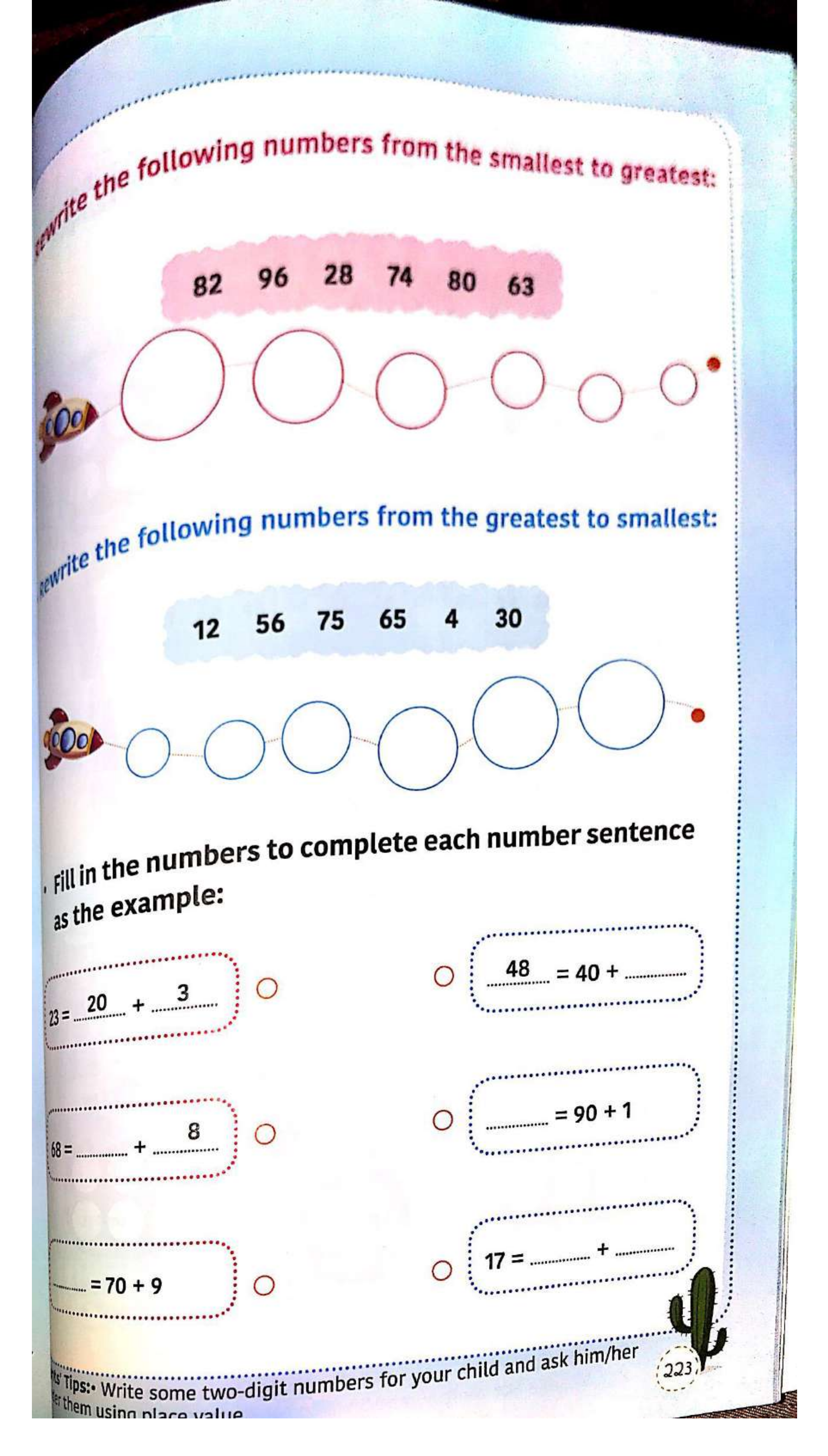



Parents' Tips:• Give your child a number of two-digit numbers and ask him/her to write each digit in its place (tens or ones).

- **Write the value of each digit in the following two-digit numbers as the example:**




**Parents' Tips:-** Give your child a number of two-digit numbers and ask him/her to write the value of each digit for each number.



Rewrite the following numbers from the smallest to greatest:

82 96 28 74 80 63

Rewrite the following numbers from the greatest to smallest:

12 56 75 65 4 30

Fill in the numbers to complete each number sentence as the example:

23 = 20 + 3

48 = 40 + ........

68 = ........ + 8

........ = 90 + 1

........ = 70 + 9

17 = ........ + ........

Parents' Tips:• Write some two-digit numbers for your child and ask him/her to order them using place value

- **Write all the different two digit-numbers using the three numbers given in each of the following as the example:**



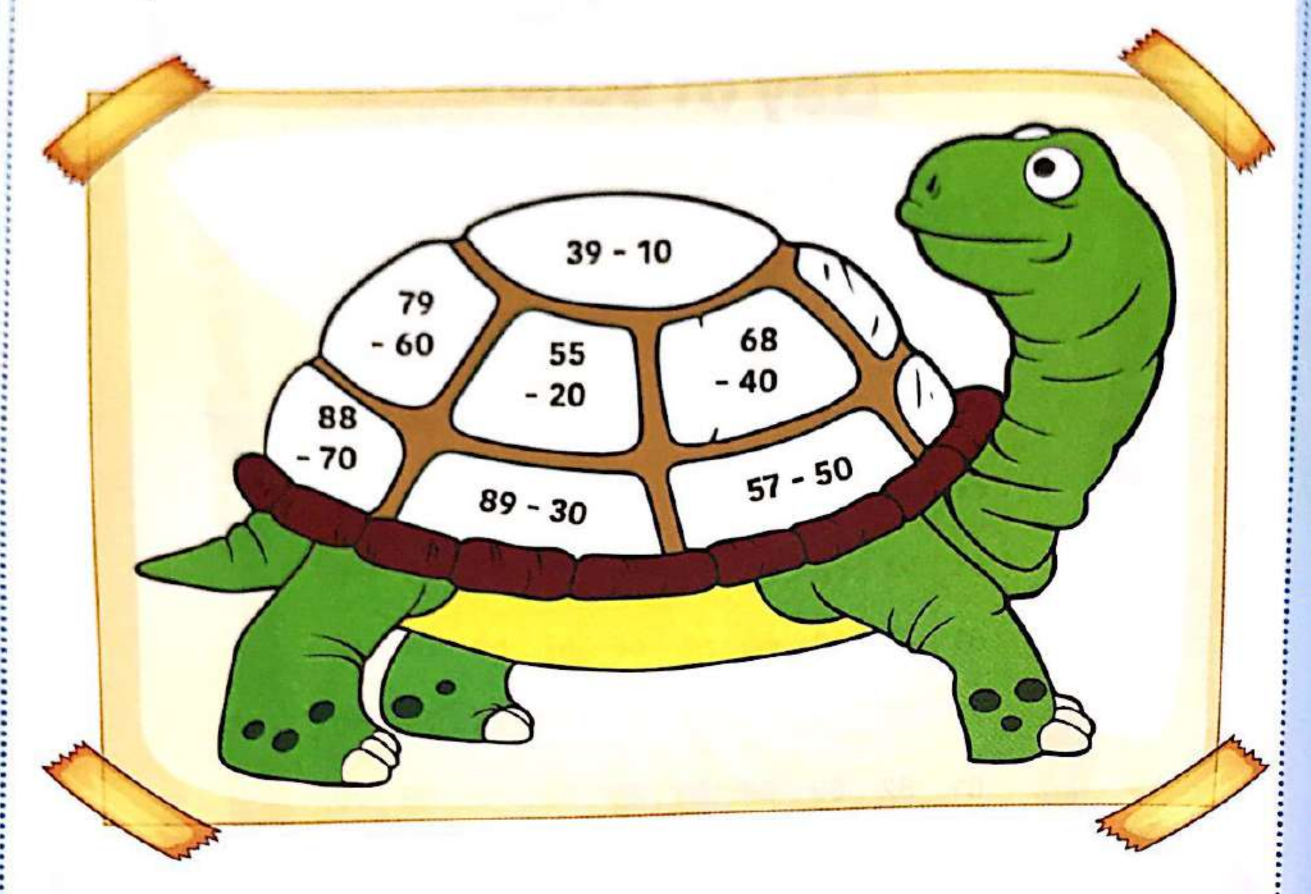

**Parents' Tips:** • Give your child three numbers and ask him/her to write all the possible two-digit numbers which can be formed from them.


Color in the hundred chart using color key:
100
Day of school
1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30
31 32 33 34 35 36 37 38 39 40
41 42 43 44 45 46 47 48 49 50
51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70
71 72 73 74 75 76 77 78 79 80
81 82 83 84 85 86 87 88 89 90
91 92 93 94 95 96 97 98 99 100
Color Key
Green
2 Tens , 8 Ones
2 Tens , 9 Ones
6 Tens , 0 Ones
3 Tens , 8 Ones
4 Tens , 0 Ones
5 Tens , 8 Ones
Yellow
2 Tens , 4 Ones
2 Tens , 5 Ones
7 Tens , 6 Ones
3 Tens , 4 Ones
9 Tens , 6 Ones
4 Tens , 4 Ones
Blue
2 Tens , 2 Ones
3 Tens , 5 Ones
4 Tens , 7 Ones
5 Tens , 2 Ones
6 Tens , 2 Ones
8 Tens , 0 Ones
Tips: • Invite your child to count the days of school he/she has been and her to draw a circle around the day he/she passed in the hundred chart.



## Lesson 117 Subtracting multiples of 10 from two-digit numbers:

- Find the difference and use the key color below to color the picture:




| answer = | 59 | 19 | 18 | 29 | 28 | 7 | 35 |
|---|---|---|---|---|---|---|---|
| color = | red | blue | green | yellow | white | orange | purple |

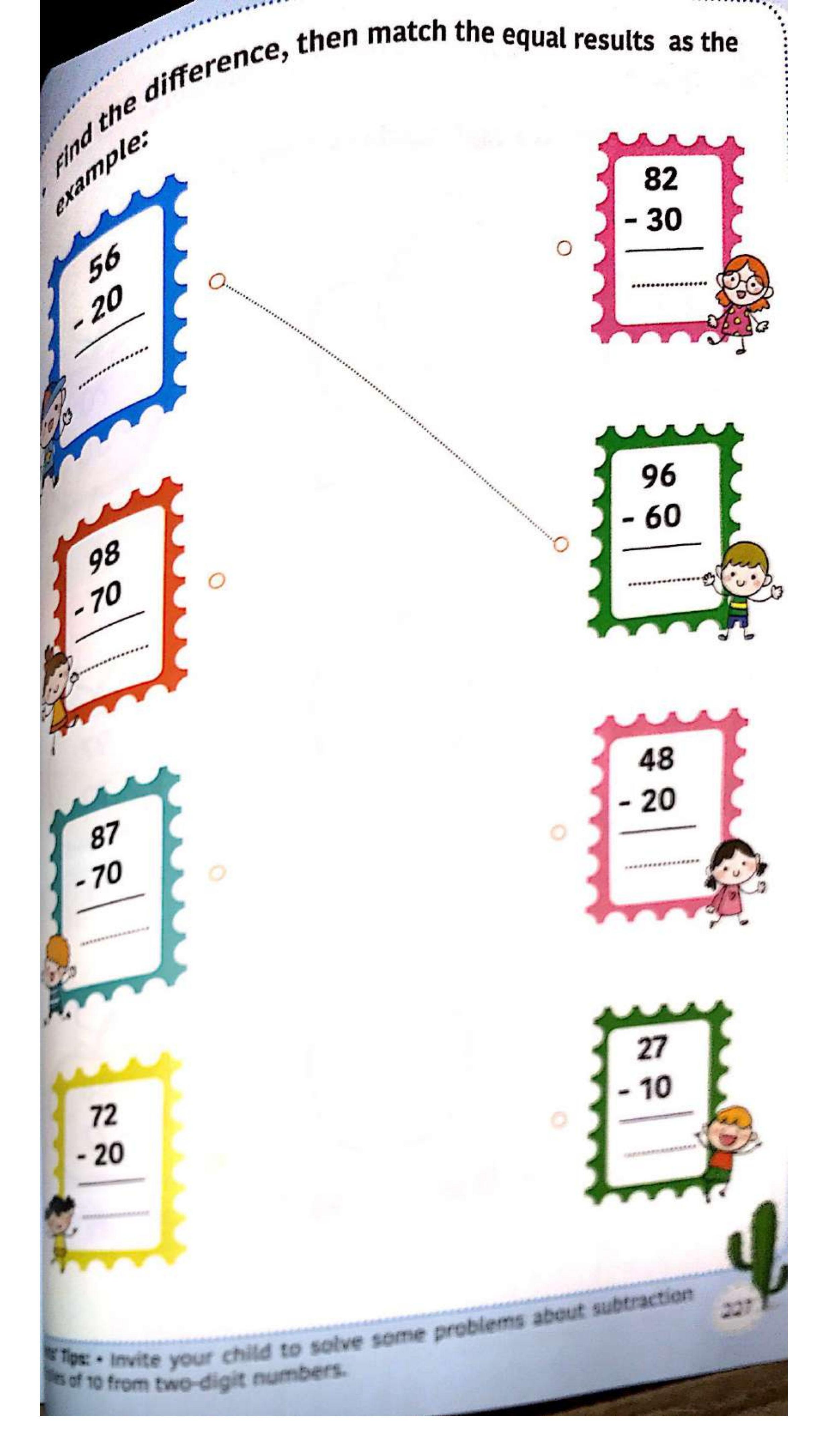
We start by subtracting the ones digit, then we subtract the tens digit

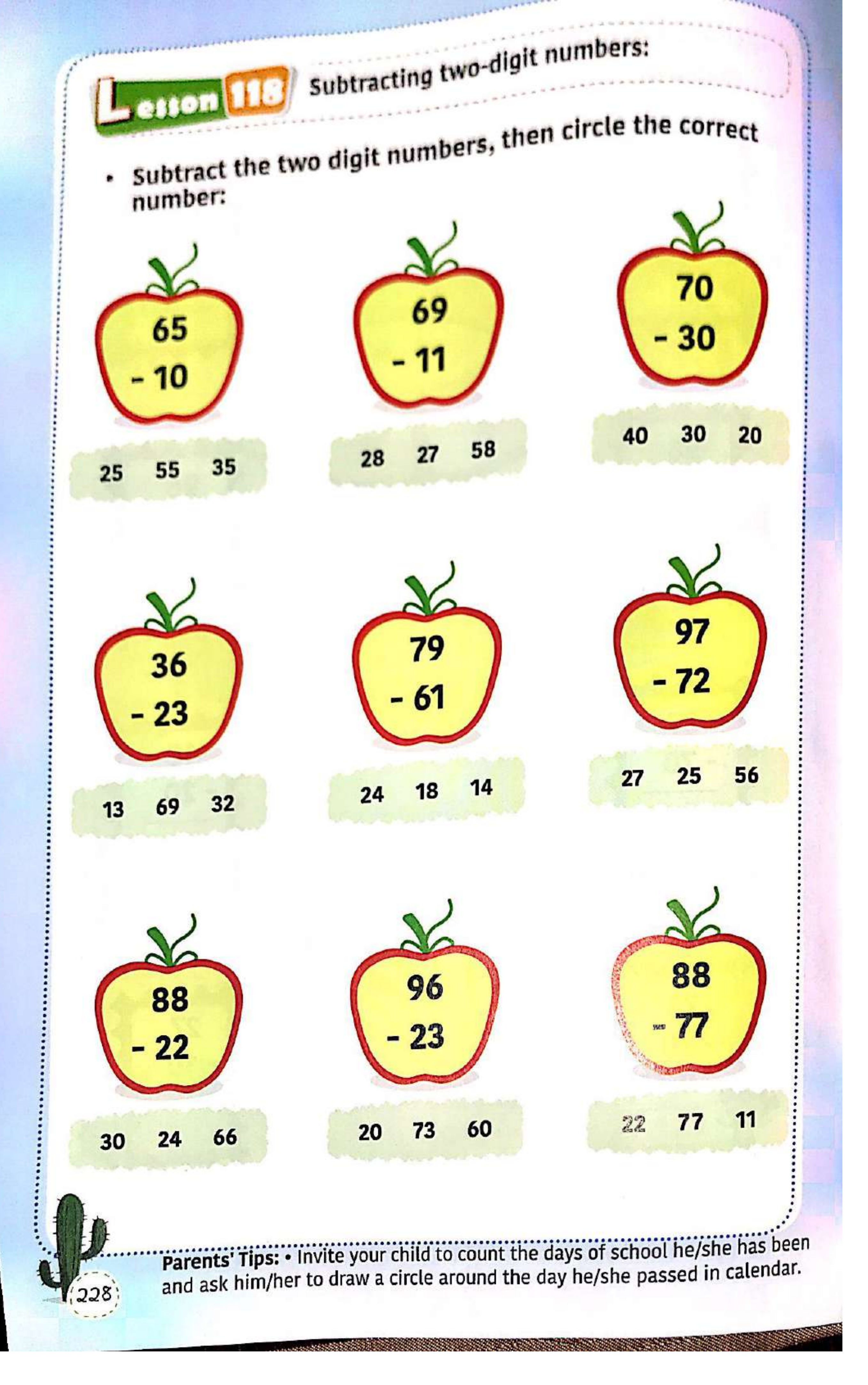
$$\begin{array}{r} 39 \\ -\ 10 \\ \hline 29 \end{array}$$

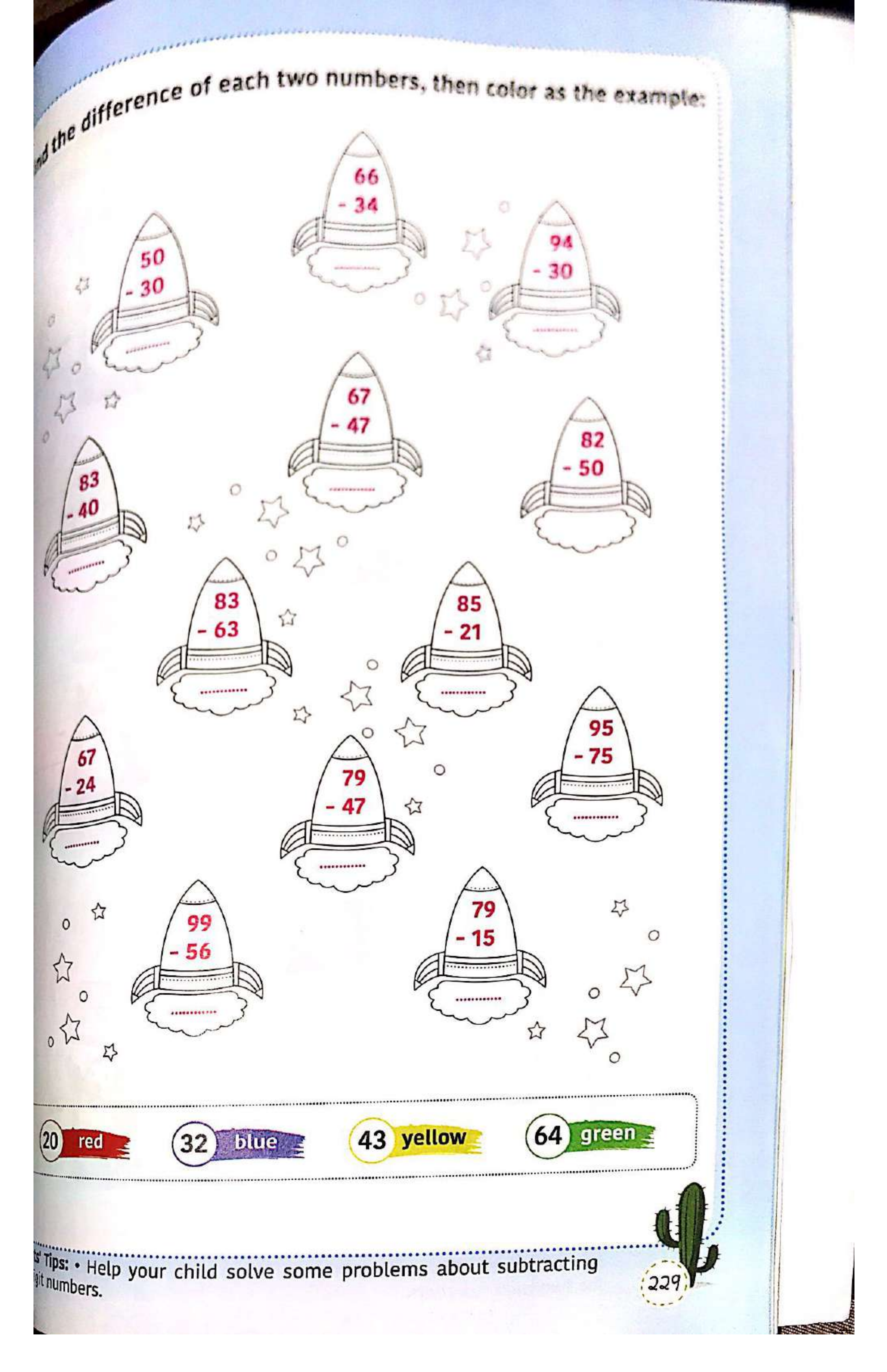




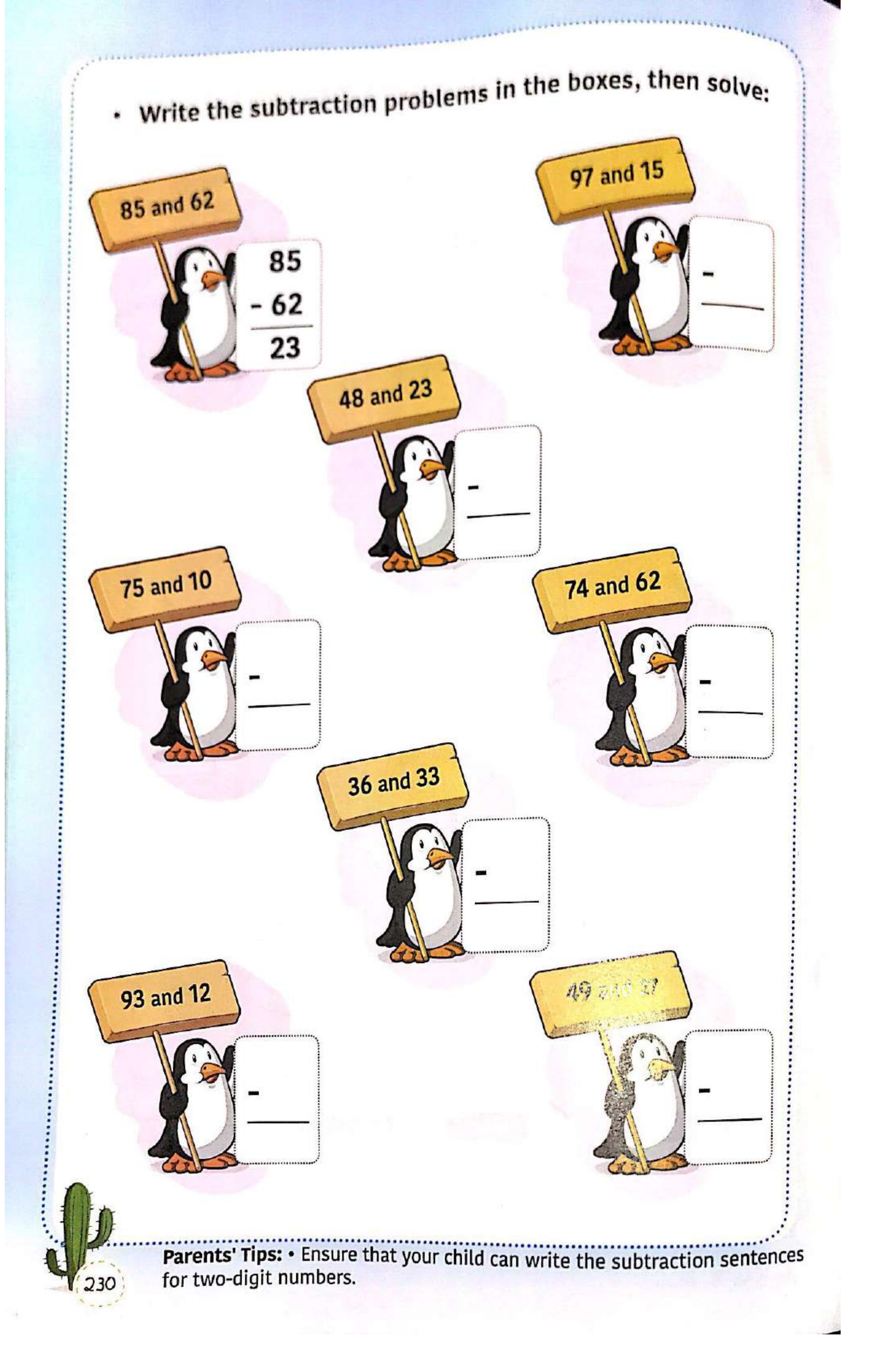
Parents' Tips: • Invite your child to count the days of school he/she has been and ask him/her to draw a circle around the day he/she passed in the hundred chart.


Find the difference, then match the equal results as the example:
56
- 20
98
- 70
87
- 70
72
- 20
82
- 30
96
- 60
48
- 20
27
- 10
Tips: • Invite your child to solve some problems about subtraction
of 10 from two-digit numbers.

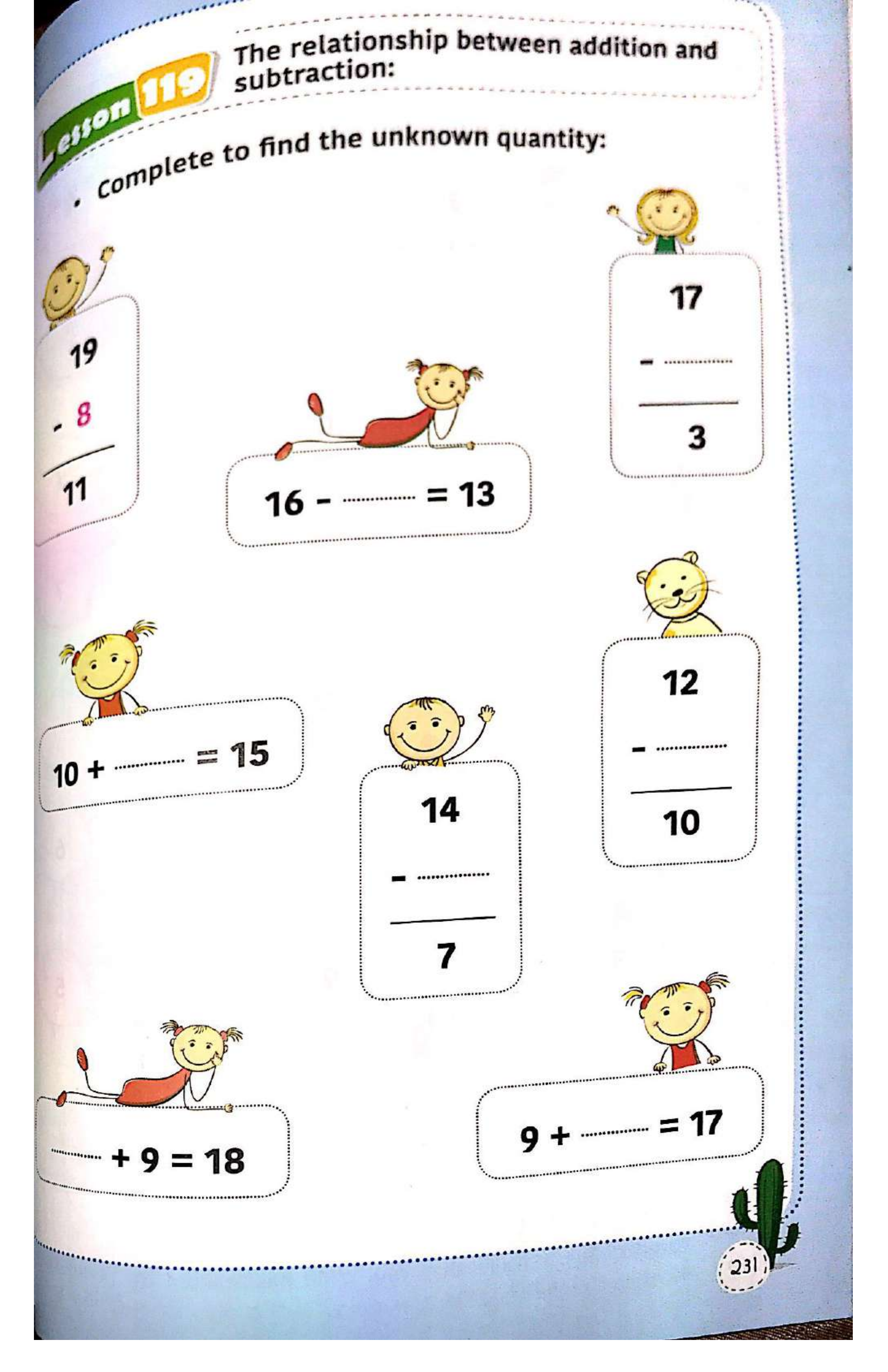

Lesson 118
Subtracting two-digit numbers:
• Subtract the two digit numbers, then circle the correct number:
65
- 10
25 55 35
69
- 11
28 27 58
70
- 30
40 30 20
36
- 23
13 69 32
79
- 61
24 18 14
97
- 72
27 25 56
88
- 22
30 24 66
96
- 23
20 73 60
88
- 77
22 77 11
Parents' Tips: • Invite your child to count the days of school he/she has been and ask him/her to draw a circle around the day he/she passed in calendar.
228


nd the difference of each two numbers, then color as the example:
66
- 34
50
- 30
94
- 30
67
- 47
82
- 50
83
- 40
83
- 63
85
- 21
67
- 24
95
- 75
79
- 47
99
- 56
79
- 15
20 red
32 blue
43 yellow
64 green
ts' Tips: • Help your child solve some problems about subtracting
git numbers.
229

- **Write the subtraction problems in the boxes, then solve:**




**Parents' Tips:** • Ensure that your child can write the subtraction sentences for two-digit numbers.



Lesson 119

## The relationship between addition and subtraction:

• Complete to find the unknown quantity:

$$\begin{array}{r} 19 \\ -\ 8 \\ \hline 11 \end{array}$$

16 - ............ = 13

$$\begin{array}{r} 17 \\ -\ \dots\dots \\ \hline 3 \end{array}$$

10 + ............ = 15

$$\begin{array}{r} 14 \\ -\ \dots\dots \\ \hline 7 \end{array}$$

$$\begin{array}{r} 12 \\ -\ \dots\dots \\ \hline 10 \end{array}$$

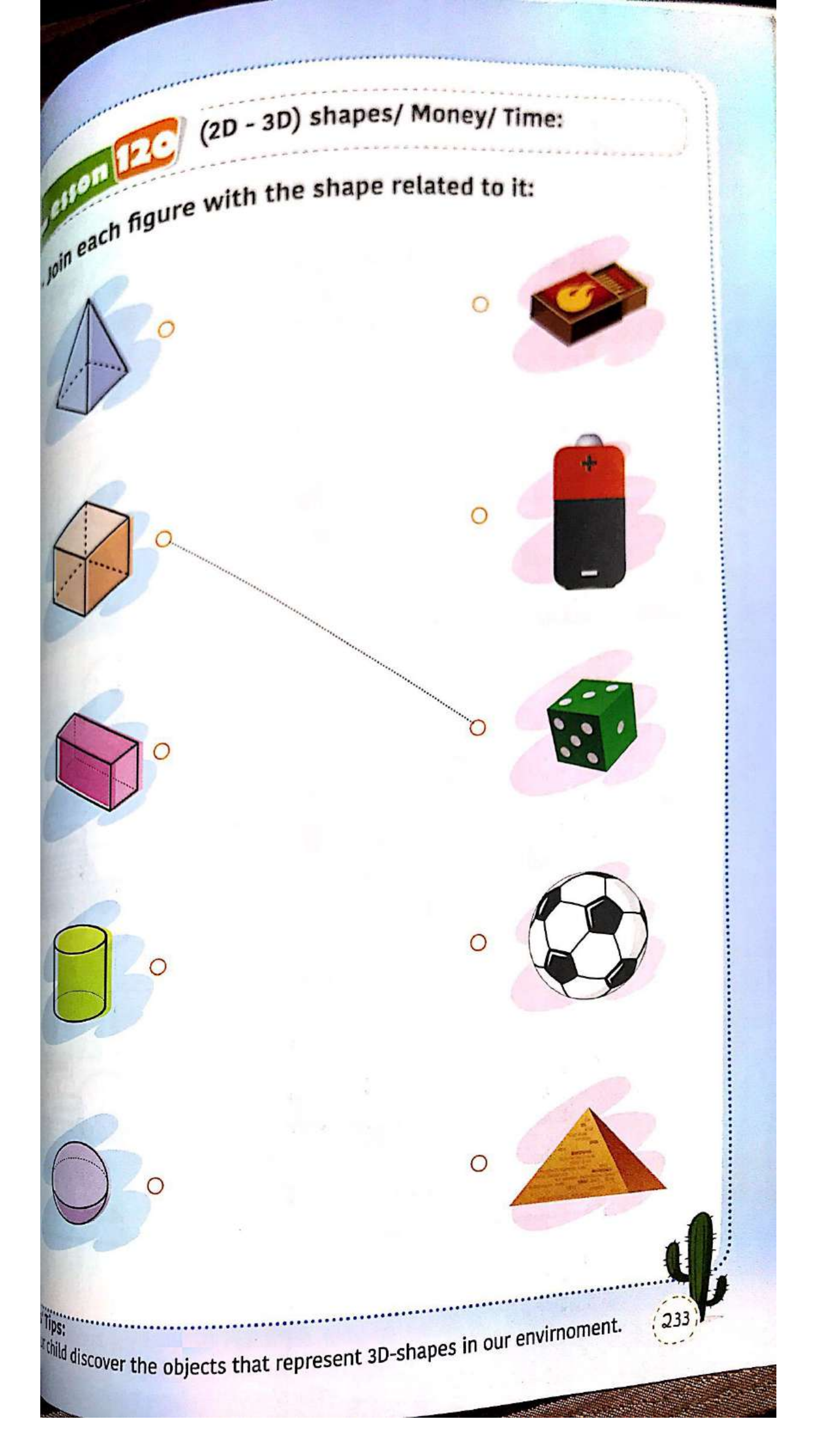
............ + 9 = 18

9 + ............ = 17

• Find the missing numbers that make the number bonds as the example:




**Parents' Tips:** • Ensure that your child has learned the relation between addition and subtraction.



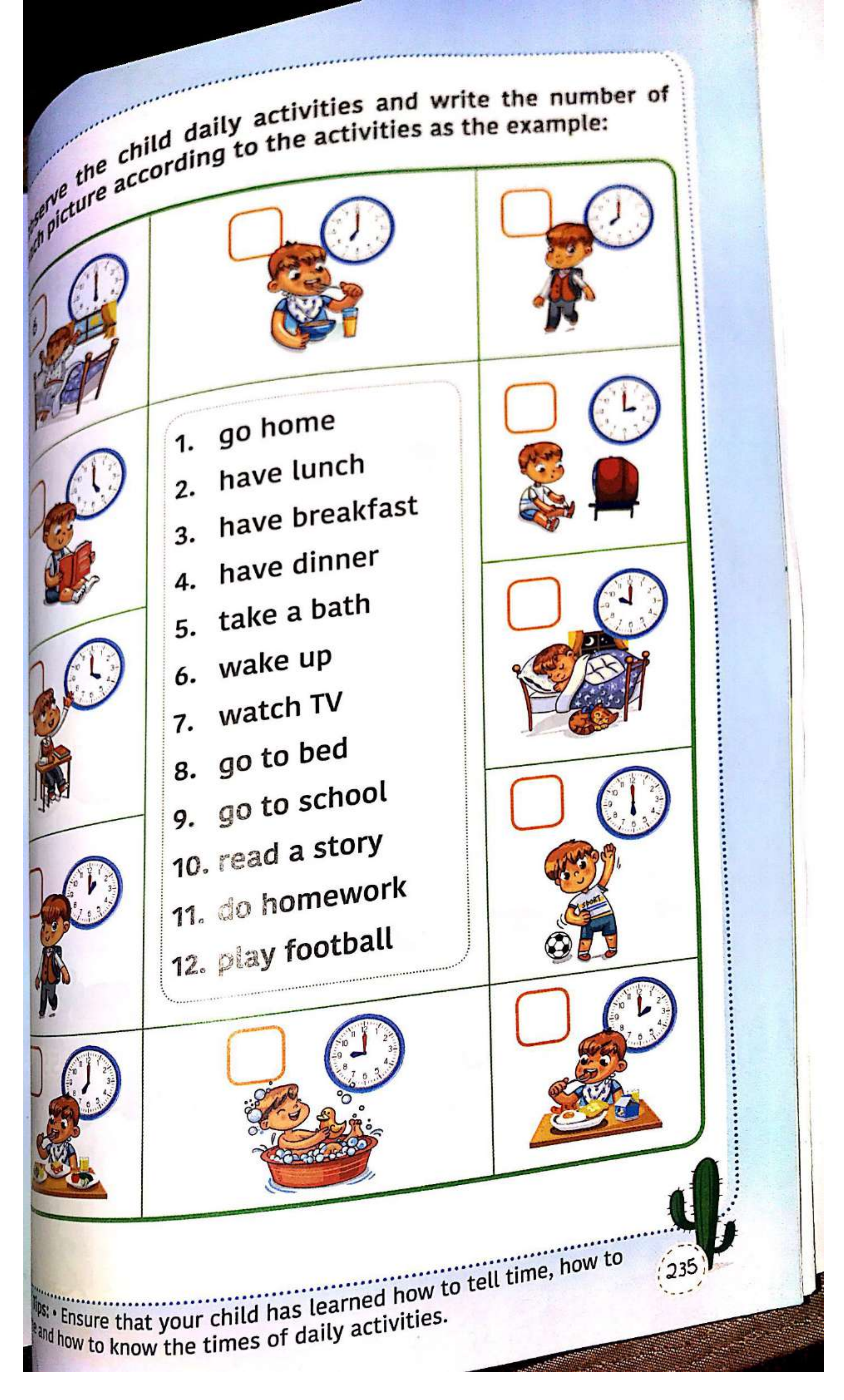
## esson 120 (2D - 3D) shapes/ Money/ Time:

Join each figure with the shape related to it:

Tips:
child discover the objects that represent 3D-shapes in our envirnoment.


• How much change each customer will get back?
Hany has
His drink costs:
L.E. 20
What will his change be?
Hanan has
Her ice cream costs:
L.E. 13
What will her change be?
Nada has
Her ball costs:
L.E. 80
What will her change be?
Ola has
Her sandwich costs:
L.E. 32
What will her change be?
**Parents' Tips:** • Ensure that your child has learned the concept of change money and how to use money for buying and selling in our daily life.
234

Observe the child daily activities and write the number of each picture according to the activities as the example:



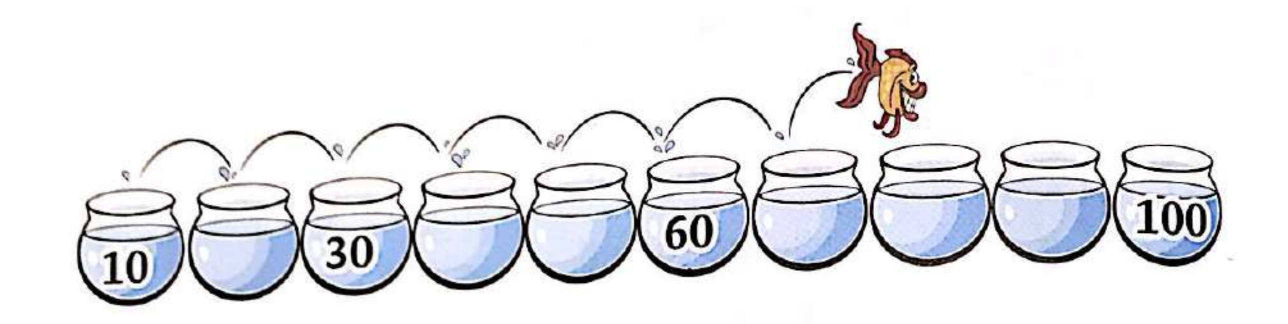



Tips: • Ensure that your child has learned how to tell time, how to ... and how to know the times of daily activities.



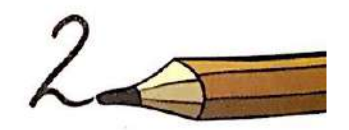

• Complete:

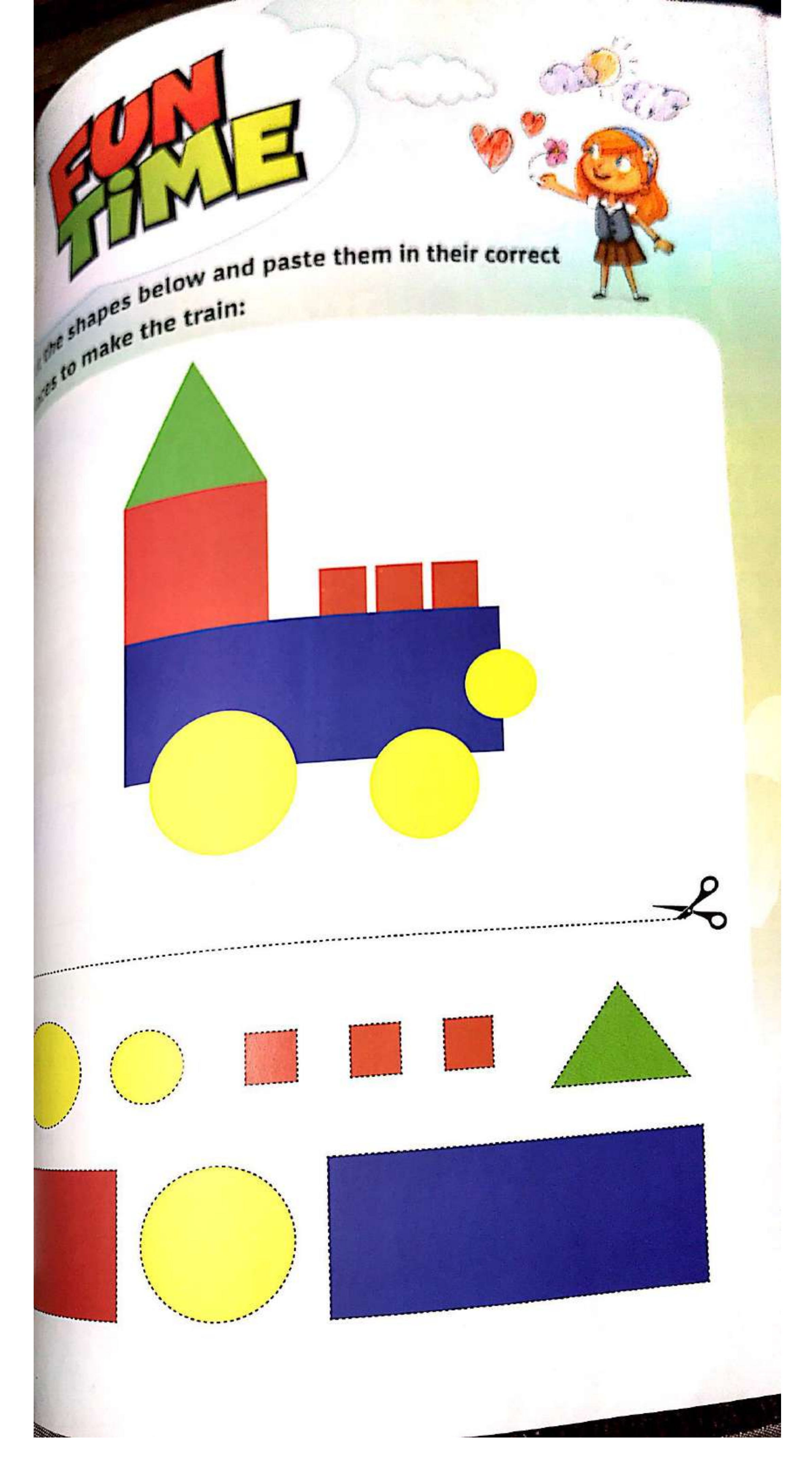


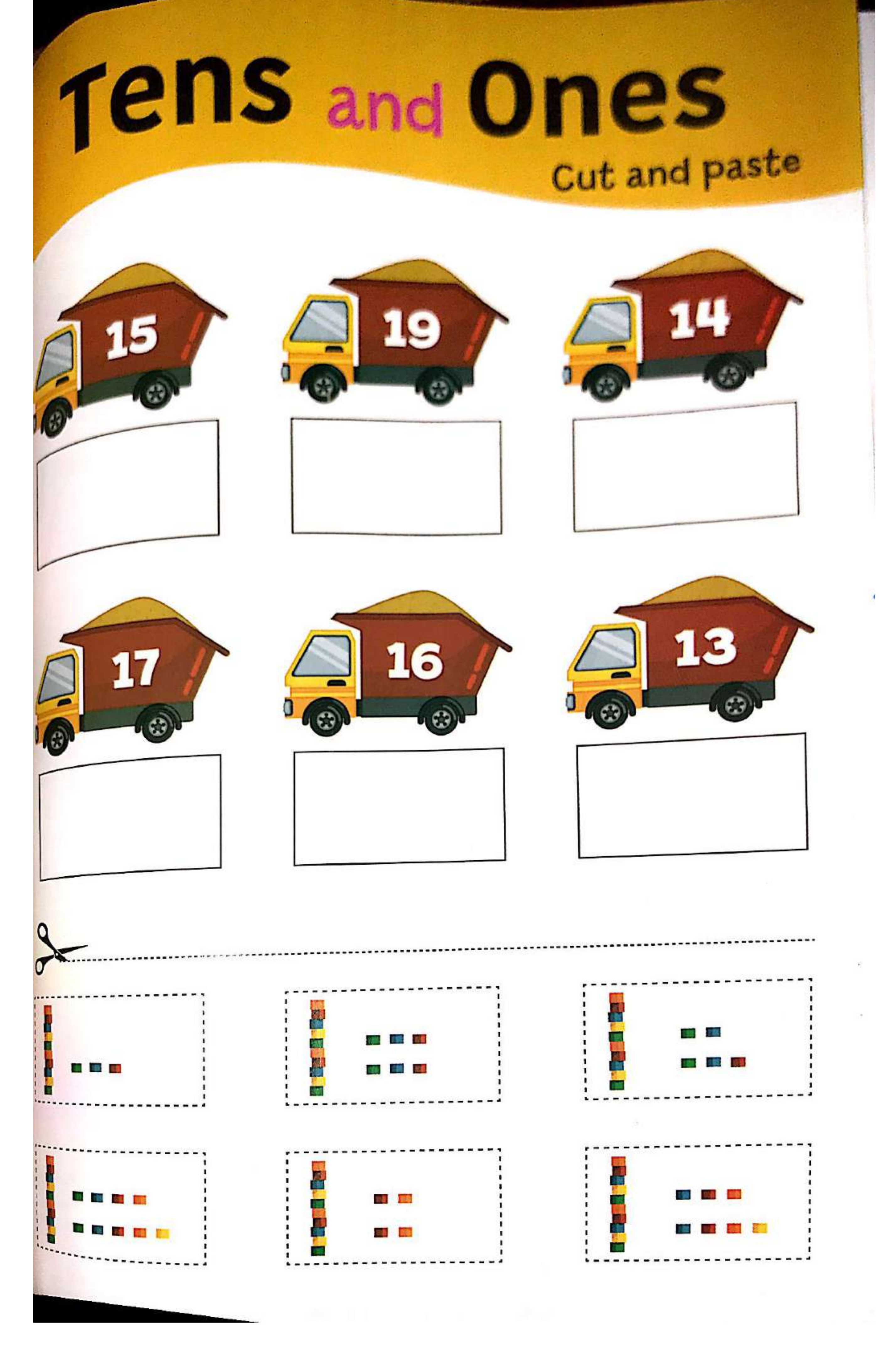



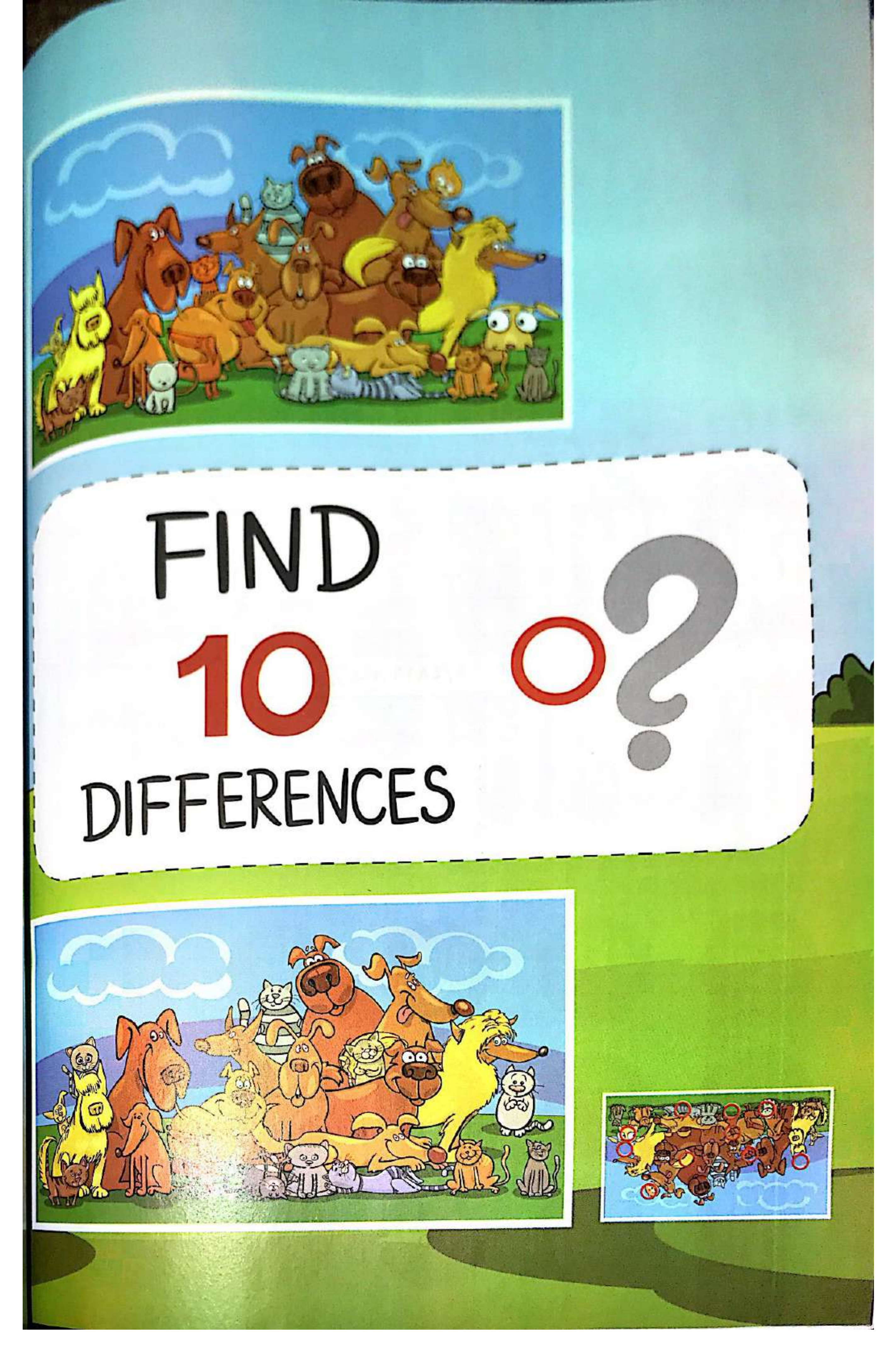







FUN TIME
the shapes below and paste them in their correct
to make the train:


Tens and Ones
Cut and paste
15
19
14
17
16
13


FIND
10
DIFFERENCES